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GOVERNMENT DOCUMENTS

# SECONDARY EDUCATION IN HAMILTON 1980-90

-an Administrative Report  
March, 1981





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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SECONDARY EDUCATION IN HAMILTON

1980 - 1990

Preamble:

Secondary education within the City of Hamilton in the next decade will undoubtedly undergo some major changes. These changes will be necessitated not only by declining enrolment which will bring about school and program consolidation, but also the findings of the S.E.R.P. (Secondary Education Review Project), as well as the report from the Hamilton Headmasters' Secondary School Study Committee, the Vocational Task Force, and the Special Needs Task Force. The recommendations of these committees may bring about major changes in the organization and priorities of secondary education for the remaining two decades of the twentieth century.

For planning purposes, however, certain basic assumptions or premises have been made for secondary education in Hamilton. The purpose of this paper is to outline these premises in order to provide the foundation for any further necessary adjustment.

Basic Premises:

1. Organization of Secondary Schools:

Premise - The present organization of vocational and composite secondary schools will continue to be the basic form of organization for the 1980's.

Alternatives - (a) Provide vocational education within the confines of the regular secondary school.

(b) Return to a technical and business speciality school(s).

Rationale - Much study has been given to the type of organization that we presently have, i.e. vocational and composite. Across the province the consensus is that the needs of students are best met through vocational school organization for students of limited academic ability and a composite school organization which will enable particular secondary school students to receive a broad education in the academic, technical or business areas. (Appendix 1)

2. Composite Secondary:

Premise - All regular secondary schools will continue to be composite in nature.





Alternatives - (a) Return to specialized technical and business schools.

(b) Designate certain secondary schools as academic only.

Rationale - The present composite school enables students to study technical and business subjects for a variety of reasons, i.e. personal interest, post-secondary pursuits, and job training. The move to specialized secondary schools will inhibit this broad option base that is available to all of our students at the present time. (Appendix 2)

3. Careers Education:

Premise - A career oriented education will continue to be a high priority and will grow in the number of options available to students, i.e. Co-op, Linkage (Apprenticeship Programs), Work Experience, etc.

Rationale - There is a definite need for trained, skilled tradesmen and craftsmen in Canada. The school will have to provide the beginnings for such training. This will have to be linked with programs which may be continued through apprenticeship or through local industry training courses. It is assumed that certain courses may have to be concentrated in specified schools, i.e. motor mechanics. (Appendix 3)

4. Co-operative Education:

Premise - Co-op Education will continue to grow and become an even more important component of secondary education.

Rationale - This program has proven to be a valuable link between the traditional secondary education and the business and industrial community. It provides an effective route for skill development. Co-op education allows students the opportunity to work with modern machines and technology that school boards cannot afford. (Appendix 4)

5. Specialized Programs:

Premise - As the impact of declining enrolment becomes more severe, it will be necessary for us to concentrate more specialized business and technical programs in selected or identified schools.

Alternatives - (a) Consolidate the secondary schools so that schools which remain open will operate at a capacity of 1,200 plus.

(b) Move to specialized business or technical schools.

Rationale - Declining enrolment will inhibit the ability of individual schools to offer a complete range of programs. Specialized programs such as art and the dental technician course have proven to be most effective when housed in schools with specialized facilities. It will be necessary during the forthcoming years





to increase the number of specialized programs. These will include both technical and business, and perhaps specially designed programs such as those for the gifted. (Appendix 5)

6. Secondary School Consolidation - Composite:

Premise - As we decline in numbers, consolidation will become necessary.

In order to do this, it is anticipated that the Grade 13 schools will be closed and the program will be housed in either all of the secondary schools or in selected schools.

In the late 1980's it is anticipated that further consolidation will be necessary which will create two or three grade seven - thirteen schools. This will enable us to maximize the utilization of the fine secondary facilities we have.

Alternative - Maintain the Grade 13 schools and close two or more community composite schools.

Rationale - Each composite secondary school provides a very important service to the community. To close one of these schools would create a severe hardship, not only for the community affected, but for the entire city due to student and staff disruption. The closing of the Grade 13 schools will enable us to consolidate our facilities and yet continue to offer a high quality program with minimal disruption to the community. It will also enable students to continue their total secondary career in one facility. (Appendix 6)

7. Consolidation - Vocational Schools:

Premise - The consolidation of vocational schools will be best executed through the closing of one school and the development of a co-educational facility as another option for students.

In the late 1980's it will be necessary to consolidate another co-educational facility on the mountain. It may be appropriate at this time to combine Crestwood and Caledon schools.

Rationale - Declining enrolment will soon create great difficulty in the provision of an extensive program in at least two, and perhaps three, of our vocational schools. In order to have the flexibility to provide a variety of programs, consolidation will be necessary. Co-educational consolidation so that another alternative will be available to these students. (Appendix 7)

8. Alternative Schools:

Premise - During the 1980's, one or more alternative schools will be established to meet the needs of specialized groups of students.





Alternatives - (a) Continue to attempt to meet the needs of specialized groups of students through the traditional vocational schools.

(b) Set up special classes in identified secondary schools designed to meet the needs of specialized groups of students.

Rationale - The Discipline Committee as well as the Special Needs Task Force, have indicated that one of the needs in the secondary panel is an alternative form of education. This is best provided through alternative school(s). The types of schools to be developed will be determined through an ongoing needs analysis. (Appendix 8)

9. Special Education:

Premise - Specialized support for students with special needs or learning disabilities will be provided in each secondary school.

Alternative - That students with specialized needs be accommodated in one or two secondary schools with appropriate special education staff.

Rationale - Bill 82 indicates that Boards must assume the responsibility for special education through to the end of Grade 13. In order to do this, specialized assistance will be necessary in each secondary school. This will probably be best addressed through the provision of a resource teacher for both pupil and teacher assistance in each secondary school. This is similar to the model used at Sir John A. Macdonald at the present time. (Appendix 9)

10. School Organization:

Premise - The city will continue to be organized in both the traditional and semestered pattern.

Alternatives - All of our schools return to --  
(i) traditional form of organization, OR  
(ii) all become semestered.

Rationale - Flexibility of offering is desirable for students and the format of school organization should remain flexible so that students who either learn better through semestering or the traditional organization, can be effectively served when they move into the community. The 80's should see a balance between the two forms of organization so that they are available to all students regardless of where they live. (Appendix 10)





11. Curriculum:

Premise - The composite schools will continue to offer basically general and advanced level courses. However, basic level courses will have to be offered in some schools. In order to meet the challenge of declining enrolment and diverse needs of students, more open-phased courses must be developed.

Curriculum will be organized on a minimum core basis with appropriate evaluation.

Alternatives - (a) Composite Secondary Schools will offer only advanced and general level courses.

(b) Students wishing to take basic or modified courses, must attend vocational schools.

Rationale - Composite schools will continue to serve the needs of students at the general and advanced levels. There will, however, be some students who will require some basic level courses. It will become increasingly necessary for the composite schools to offer these courses on a continuing basis, probably to the end of Grade 12. The basic and modified levels, however, will continue to be the mainstay of the vocational schools. (Appendix 11)

12. Evaluation of Students:

Premise - Evaluation will remain the responsibility of each individual school. The system, however, will monitor the effectiveness of program and student achievement through the utilization of criterion reference tests and the Ontario Assessment Instrument Pool. A comprehensive K-13 student evaluation policy will be developed. This policy will contain expectations related to reporting to parents.

Rationale - Studies such as the Interface have indicated that the most effective evaluation takes place at the individual school level. In order to ensure fairly equitable standards across the city, criterion reference tests and the Ontario Assessment Instrument Pool will provide data for teachers and principals which will assist in evaluation. (Appendix 12)

13. Community Resources:

Premise - The school will continue to expand the use of community resources to enable students to develop practical skills in support of the academic program.





Rationale - Programs such as the Co-op Nursery at Westdale should be expanded in the future so that students will be able to avail themselves of the learning opportunities that exist through these community services. It is hoped that perhaps light industry, as suggested in response to the CODE Report, may be able to locate in some of our schools in order to provide an on-site co-op location. (Appendix 13)

14. French As A First Language:

Premise - Georges P. Vanier will be allocated a separate building.

Alternatives - (a) Continue to house Georges P. Vanier in a regular composite secondary school.

(b) Allow the school to be re-established in a community where an existing facility is available.

Rationale - Georges P. Vanier serves a very important function for the community of Hamilton and the French speaking citizens within this community. In order to effectively develop a French 'milieu', a separate building is required and has been requested by the French Language Advisory Committee. Such a facility will enable the school to offer a total French program in all major subject areas (technical and business). (Appendix 14)

15. French As A Second Language:

Premise - French as a Second Language programming, both core and immersion, will be expanded at both the elementary and secondary level. Special provision will have to be made for the graduates of the elementary French Immersion program as they enter the secondary school.

Rationale - Development of French language skills is a high priority in this province. The present core program at the elementary level commences at Grade 6. The long-range plan submitted to the Board suggested that this should be lowered to Grade 4 eventually. The Board will have to make provisions for the extension of the Early Immersion program into the secondary level to provide reinforcement and maintenance for the students who have developed a high level of skill in the language. This can be achieved in several ways, e.g. attendance at Georges P. Vanier, attendance at Scott Park with courses taken at Vanier, or special programs in Histoire and Geographie at designated secondary schools.

It is also anticipated that consideration will have to be given to the establishment of late Immersion classes at the Grade 6-8 level. (Appendix 15)





16. Staff Development

Premise - Staff development and teacher re-training must become an even higher priority during the next decade due to changing expectations and the impact of declining enrolment.

Rationale - With the advent of video-cassettes and the micro computers, the technology of education is changing rapidly. In addition to this, declining enrolment is demanding that teachers move into new and often different roles. In order to train our staff to handle effectively these new demands, a comprehensive and intensive staff development program is necessary. The components of this program will include needs identification (i.e. long-range programming to determine the areas of subject teacher redundancy), evaluation, re-training, in-service, and leadership development. Much closer contact will have to be developed with industry to allow our employees to spend varying periods of time, not only developing an awareness of the needs of industry, but also for re-training purposes. (Appendix 16)

17. Education for the Gifted:

Premise - There are possibly 750 gifted students in our secondary schools today. They should be given the opportunity (in an educational setting) to reach their full potential. Innovative and imaginative programs for the gifted must be provided by the Hamilton Board if these young people are to attain this potential.

Rationale - Bill 82 mandates that Boards must provide appropriate educational programs for all students from Kindergarten to Grade 13. In order to effectively accomplish this at the secondary level, specific programs must be developed for students who are gifted and/or talented. A variety of approaches can be used. Some of these can be utilized in each of our secondary schools, while others will have to be offered in designated schools in order to provide sufficient numbers to sustain the program. (Appendix 17)

18. Computer Assisted Instruction:

Premise - The extensive technological changes in the electronics area will necessitate a major expenditure of funds on the part of school boards to develop effective computer assisted programs and develop skills related to computer concepts and programming.





Rationale - Throughout the world, countries are recognizing the need to make changes in their educational systems to keep pace with the information revolution and a rapidly changing society.

Today the goal of universal computer literacy is a goal of working knowledge - a functional level of knowledge about using computers. The computer as a tool, must be introduced into all schools, at all levels, in all subject areas. Only then can we hope to better prepare our students for the technological age that awaits them. These tools will lead to improvements in the teaching and learning process itself. Not only will adequate and appropriate equipment be needed for every school, but curriculum support materials as well as teacher training, will be necessary.

19. Family of Schools:

Premise - During the 80's, every effort must be made to maximize the benefits from the resources, both physical and human, that are available. The family of schools, which is designed to facilitate K-13 integration, continues to be the most effective organizational unit for meeting these continuing demands.

Alternative - Return to formula resource allocation and centralized decision-making.

Rationale - Program co-ordination K-13, program implementation, professional development, etc. are all priorities of this system. Needs, however, differ from school to school and area to area. It is, therefore, most appropriate to place the locus of decision-making wherever possible, close to the students to be affected. The family of school organization fosters and facilitates decision-making at this level and provides for meaningful input from teachers and principals. Monitoring and evaluation of the effectiveness of programs can also be most effectively addressed at the family level. (Appendix 19)

20. Composite Secondary School Study Committee - Interim Report #2

Rationale - The recommendations included in the report are partially addressed in the planning document and are being reviewed by the administration at this time. (Appendix 20)

21. A Time To Choose

Rationale - Enclosed is the document A Time To Choose produced by the Toronto Board of Education. It is anticipated that a similar document will





be developed for the Hamilton Board of Education. It will allow parents and children to have an overview of the system and thus will assist them in making better educational decisions. Such a document becomes essential as we move towards specialization in schools because of declining enrolment. (Appendix 21)





ORGANIZATION OF SECONDARY SCHOOLS

Premise: The present organization of vocational and composite secondary schools will continue to be the basic form of organization for the 1980's.

History of Hamilton's Vocational Schools:

The Board of Education for the City of Hamilton was a pioneer in the development of Vocational Schools. In the early 1930's, recognizing the need for a special program which would combine general education with skill and vocational training for pupils in the 14-18 year age group who were not likely to proceed to higher education, the Hamilton Board established a Handicraft School for Boys (1930) and a Handicraft School for Girls (1931). In the next three decades, the schools provided a valuable program to meet the needs of these students relative to the social and economic condition of the period.

In the early 1960's, with the stimulus of government emphasis on better vocational training and the corresponding provision of grants for the purpose through the Federal-Provincial Technical Aid Program, our Board constructed three new Vocational Schools (Parkview, Briarwood and Crestwood) to replace the former Handicraft Schools (King George and Lucy Morrison). Opened in 1963, these schools provided a new image of fine facilities and of extended programs for both boys and girls. Such was the favourable reaction among students, parents, staff, and the community that the Board began an expansion plan so that the availability of this type of special education would correspond in general to that proportion of a rapidly-expanding student enrolment which would need the program. The result was the building of four additional Vocational Schools (Caledon, Albion, Agnes Macphail and Ainslie Wood) to serve pupils from across the city as well as those from Wentworth County.

The Vocational School Student:

The vocational secondary school student is typically the student who is in need of something other than the traditional academic secondary school program. Although there is no question that such students are in need of a basic academic program, the emphasis is on practical, job-oriented programs whereby, hopefully, sufficient skills will be obtained by such students to make them employable. The present setting for such students in Hamilton consists of seven vocational secondary schools.

Past experience, both in Hamilton and in other jurisdictions across the province, has shown that the needs of such students are best met through the





vocational secondary school organization. Previous frustrations in the elementary school setting, both social and academic in nature, present students to the vocational secondary schools who are in many ways, "turned-off" by traditional educational programs and approaches. Once such students are (a) faced with an opportunity where, through individualized programs, they find some success and (b) become involved in an exploratory technical program whereby new educational interests are presented, they begin to approach their education with a more positive attitude.

Other less academic opportunities also present themselves to the vocational secondary school student. He or she may finally get an opportunity to show some leadership, to play on a school athletic team, to present to parents a solid and positive evaluation of school progress and, in general terms, to feel good about himself or herself.

#### Factors Fostering Success:

There are a number of factors in the total vocational secondary school process that aid in this student development...factors which are precluded in the composite secondary school setting by its very size and organization. Such factors include the following:

- the small size of class
- the greater opportunity for individual teacher-student communication
- the special training received by the majority of teachers
- the smallness of the student population
- an organization whereby administration can be involved personally with with bulk of the student population
- the individualized academic programs
- the great variety of technical offerings
- an organization whereby older students can combine educational pursuit with an out-of-school component.

#### Other Considerations:

It should be pointed out that there are a limited number of students in both composite and vocational secondary schools, who, although adequately placed for the bulk of their program, could benefit from programs offered in both composite and vocational secondary schools. In the past, there has been a limited number of students who have taken a portion of their program in another school (i.e. Scott Park and Parkview had such an arrangement in the past). It is strongly recommended that each vocational secondary school establish an arrangement with a nearby composite secondary school whereby students may use the facilities of both institutions.





Although declining enrolment plus other factors may affect the present operation of the seven vocational secondary schools (i.e. see section dealing with "Consolidation - Vocational Schools"), organization of vocational and composite secondary schools as it presently exists appears to be the best one. It would appear that the present system has fulfilled its aims. Productivity has been achieved in terms of the reclamation of students who were floundering and failing in previous settings, in the inculcation of a sense of self-worth and positive self-image, in the provision of appropriate skill training and a high level of job placement and, perhaps most important of all, in the transformation of turned-off learners with negative attitudes into gainfully-employed and productive Hamiltonians. The combination of dedicated staff, principals who truly believe in their students, and the support of the Board has resulted in this success.

#### Conclusion:

The current organization of vocational secondary schools best meets the needs of students not suited for the traditional educational programs offered in the composite secondary schools. Therefore, it is recommended that the present organization of vocational schools should remain for the 1980's.





COMPOSITE SECONDARY SCHOOLS

Premise: All regular secondary schools will continue to be composite in nature.

History:

Two post war influences changed Ontario education: the rising birthrate and the shift from rural to urban concentrations. Schools were asked to prepare quickly to deal with urban society and its need for greater numbers of skilled and highly educated workers. Prior to this the basic role of the secondary school was to prepare students for the professions. Because its aim was academic excellence, there were few opportunities for study of business and technical subjects. Schools providing such subjects were small and few in number in Ontario.

Few students completed high school (11/100 in 1947, completed Grade 13). After the war the view arose that this was a form of elitism not to be tolerated; parents wanted a longer period of education for their children and industry demanded higher education. The objective was a universal democratic system and new ways had to be devised to keep students in school longer. The result was an emphasis on the custodial function and vocational training.

The Hope Commission (1945-50) recommended new diploma requirements, looser options, and greater local program initiative. Educators in Ontario looked to the United States for models and as a result, business and technical studies received new status. Education was seen as a training ground for industry and financial opportunity became a reason for staying longer in school. Schools were seen as areas to train and hold workers until the economy could absorb them.

The Technical and Vocational Training Assistance Act (1960) gave federal financial support to Ontario in dealing with its needs for more classrooms and better vocational facilities. The Robarts Plan of 1961 established the programs of Arts and Science, Business and Commerce, and Science, Technology and Trades. The five-year stream, the four-year stream and the two-year occupational course were instituted. Students could now sample academic, business, or technical courses in one school building -- a composite secondary school.

In 1967, Grade 13 examinations were abolished and community colleges established. Living and Learning was published in 1968 as the masses of students reached secondary composite schools. 1969 saw the introduction of the credit system and this allowed students to select programs from academic, business, and technical areas.





### Composite Advantages:

- (a) Students may take technical and/or business subjects to prepare them for admission to community colleges, future employment or apprenticeship programs.
- (b) Advanced level students can obtain the necessary requirements for admission to universities or community colleges while taking business and technical offerings for personal interest or to assist them in post-secondary pursuits.
- (c) Technical or business students may take advanced level subjects in areas of expertise or interest, e.g. Languages, History, etc.
- (d) Technical or business students can take make-up courses at the advanced level for admission to Grade 13.
- (e) Composite schools offer an egalitarian form of education rather than the elitist education offered in the collegiates of the past.
- (f) Students may remain in community schools rather than have to travel to specialist schools in the city (social development is not interrupted).
- (g) Composite secondary schools may also be specialist schools, e.g. Fashion Arts program at Sir John A. Macdonald, Dental Assistant course at Sir Allan MacNab. There is a possibility that some schools may specialize in specific areas but remain composite in nature.
- (h) Initial costs of establishing separate technical or commercial schools may be high. There will be a duplication of services and equipment already provided in present composite schools.
- (i) Composite secondary schools help to break down sex-role stereotyping.
- (j) It is difficult to reverse the historical trend which led to the development of composite schools.
- (k) Students can transfer more readily within a composite school if they find they are in the wrong program.
- (l) Community spirit or school tradition is established when several members of a family or residents in a neighbourhood go to one school (composite).
- (m) It may be difficult to decide in which school to put particular options, e.g. Family Studies.

### Composite Disadvantages:

- (a) Declining enrolment narrows the range of options - difficult to maintain all programs in all schools.
- (b) Better facilities and equipment could be put into a specialized school.
- (c) Teacher specialization is curtailed with a limited number of classes in each special area.





## Conclusion:

It appears that the advantages offered by composite secondary schools far outweigh the disadvantages. With this thought in mind, it is recommended that the secondary schools of Hamilton remain composite in nature for the eighties.





CAREERS EDUCATION

Premise: A career oriented education will continue to be a high priority and will grow in the number of options available to students, i.e., Co-op, Linkage (Apprenticeship Programs), Work Experience, etc.

Important Career Education Elements:

- (a) assist the child to understand that some day he/she will be working for a living and to provide a focus on broad career clusters,
- (b) to blur the often artificial destinations created by sex-role stereotyping when looking for jobs,
- (c) to provide children with an internalized method of realistic self-evaluation in terms of interests and strengths to assist them to consider possible career paths. Such assessments must extend beyond the cognitive to incorporate the many psychomotor skills,
- (d) to provide students with meaningful counselling which accepts the fact that higher education is simply more specialized training (or apprenticeship) on the path to a job. As adults, we sometimes obscure the realities of this in discussions over "education" vs. "training",
- (e) to provide all students with job search skills,
- (f) to provide all students with an understanding that certain attitudes, values, and habits are major contributions to vocational and social success,
- (g) in later years, to provide work experience opportunities to facilitate a realistic look at various jobs,
- (h) to provide co-operative education experiences to permit training in jobs not represented in the curriculum of the school and to meet the special needs of some students,
- (i) to provide in-school vocational courses.

Within the next ten years, there will be changes introduced into the educational system on a provincial level that will offer many more options to students than in the past. There is no doubt, as indicated in the rationale, that the shortage of skilled workers is a major problem and that our education, particularly at the secondary level, will have to address itself to meeting this economic need. High unemployment particularly in the sixteen to twenty-four-year-old age bracket, the high dropout rate at the secondary school level, and the need for the development of a more flexible labour force to meet the rapidly changing employment needs will require major changes in our philosophy of education, curriculum, programs and procedures. It is certain that Duncan





Green and his Secondary Education Review Project and Donald Pollock and his Ontario Manpower Commission within the next few months will be issuing reports that will have a great deal to say regarding Career Education through the next decade.

Career Education should be built into curriculum and programming on a Provincial basis as opposed to individual departments such as Technical and Guidance Services working individually on a local level outside of the curriculum mainstream.

1. It cannot be done incidentally by classroom teachers who have no training and have little enough time to do all they are expected to do now.
2. It requires carefully selected trained persons available and accessible on a residential basis to work with students individually and in a developmental group work program.
3. It will require time built into the student's schedule which, will mean some adjustment at both elementary and especially secondary school level where there is no time except that stolen from credit subject classes, as is the present situation.

#### Conclusion:

Career education is a continuous process from Kindergarten to Grade 13. It should also be a co-operative effort at all stages of learning beginning in childhood and involving educators, parents, business and industry, government and the community.





CO-OPERATIVE EDUCATION

Premise: Co-op will continue to grow and become an even more important component of secondary education.

The Co-operative Education Program

The Co-operative Education Program provides an opportunity for students to earn credits towards a graduation diploma for learning accomplished on the job. The credits earned in this way are related to an in-school course. A typical arrangement would have half of the student's time scheduled in school and half on the job.

A major goal of the Co-operative Education Program is to help students acquire the necessary skills to obtain employment.

Present Patterns of Growth

The present pattern of growth in numbers of students in the Co-op Program has been steady. We have reached a point where further growth cannot occur without additional support staff. Since the program was initiated in March 1979, the numbers of students and teachers involved have had a parallel growth, e.g.

| SCHOOL YEAR                        | No. of Students |            | No. of Teachers |                 |
|------------------------------------|-----------------|------------|-----------------|-----------------|
|                                    | SUMMER          | SEPT.      | JAN.            | JUNE            |
| 1978 - 79<br>Started in March 1979 | 12<br>1         | 0<br>0     | 0<br>0          | 13<br>1         |
| 1979 - 80                          | 20<br>1         | 30<br>1.5  | 55<br>1.5       | 70<br>1.5       |
| 1980 - 81                          | 32<br>3         | 170<br>4.5 | 250<br>4.5      | 270 est.<br>4.5 |
| 1981 - (summer)                    | 60 est.<br>4    |            |                 |                 |

Also corresponding with this growth has been an increase in the administrative and co-ordinating functions required to support the program.

Future Patterns of Growth

H.S.1 has established co-op programs as a legitimate part of school organization.





The Ministry is on record as favouring and encouraging increased use of Co-op. Early indicators from S.E.R.P. suggest much greater emphasis on careers preparation, of which Co-op is a part, for all students.

Our experience shows a great potential for helping students achieve their career goals. All evidence points to continuing growth.

#### Growth Projections

Several schools have initiated a "World of Work" or "Life Decisions" class for Co-op students. In addition, other students are taking Co-op related to an in-school course in business, technical, and other programs. Using this as a pattern we might project the following:

|                                               |                       |
|-----------------------------------------------|-----------------------|
| 11 Composite schools with World of Work       | = 220 students        |
| 7 Vocational schools with World of Work       | = 140 students        |
| 18 Secondary Schools with 10 related students | = <u>180</u> students |
|                                               | 540 students          |

We do not think this is an unrealistic projection for the near future.

#### Support Staff for Co-op

Support staff is essential if the Co-op program is going to operate in a successful manner. Three options are available for staffing:

1. support staff assigned according to the present pupil/teacher ratio, i.e. 17.5:1,
2. support staff assigned on a ratio of 1:5 or 1:6 per line, i.e. 30 to 36 students per teacher timetable.
3. program co-ordinated centrally and relief time provided for supervising teachers by supply teachers.

#### Central Support

As the Co-op Program grows, a corresponding need for administration and co-ordination is required. Key needs include the following:

1. Liaison with numerous community agencies.
2. Co-operation with adjoining Boards.
3. Development of training stations.
4. Development of training outlines and integrating these with school courses.
5. Co-ordination of activities to prevent confusion with employers.
6. Input to Board administration.
7. Access to Board resources.





8. Liaison with government agencies.
9. In-service and training for Co-op teachers.
10. Interpreting Board policy.
11. Establishing new policy specific to Co-op.
12. etc.

Conclusion:

There is no doubt that Co-operative Education will continue to be a program of growing interest to secondary students aware of the benefits of this combination of work and school experience.





## CO-OPERATIVE EDUCATION PROGRAMS

| YEAR    | REGULAR SCHOOL TERM |                                              |                        | SUMMER          |                                  |       | YEAR |
|---------|---------------------|----------------------------------------------|------------------------|-----------------|----------------------------------|-------|------|
|         | NO. OF STUDENTS     | PROGRAMS                                     | STAFF                  | NO. OF STUDENTS | PROGRAMS                         | STAFF |      |
| 1977-78 |                     |                                              |                        | 12              | Business                         | 1     | 1977 |
| 1978-79 | 13                  | Bus., Tech.                                  | 1.5                    | 12              | Business                         | 1     | 1978 |
| 1979-80 | 75                  | Bus., Tech.,<br>Voc., Fam. Stud.             | 1.5                    | 20              | Business                         | 1     | 1979 |
| 1980-81 | 260                 | Bus., Tech.,<br>Voc., Fam. Stud.             | 4.5                    | 32              | Bus., Tech.,<br>Fam. Stud.       | 3     | 1980 |
| 1981-82 | 300                 | Bus., Tech.,<br>Voc., Fam. Stud.             | 2 to 7.5 +<br>1 Sup.*  | 60              | Bus., Tech.,<br>Voc., Fam. Stud. | 4     | 1981 |
| 1982-83 | 410                 | Bus., Tech.,<br>Voc., Fam. Stud.<br>Academic | 3 to 10.5 +<br>1 Sup.* | 70              | Bus., Tech.,<br>Voc., Fam. Stud. | 5     | 1982 |
| 1983-84 | 525                 | Bus., Tech.,<br>Voc., Fam. Stud.<br>Academic | 4 to 13.0 +<br>1 Sup.* | 75              | Bus., Tech.,<br>Voc., Fam. Stud. | 5     | 1983 |
| 1984-85 | 640                 | Bus., Tech.,<br>Voc., Fam. Stud.<br>Academic | 5 to 16.0 +<br>1 Sup.* | 80              | Bus., Tech.,<br>Voc., Fam. Stud. | 5     | 1984 |

\* assumes extension of present staffing pattern





SPECIALIZED PROGRAMS

Premise: As the impact of declining enrolment becomes more severe, it will be necessary for us to concentrate more specialized business and technical programs in selected or identified schools.

Why specialized programs in secondary education? It must be assumed that some students have special needs, or some courses are of sufficient community or cultural importance, that they should be part of the program. This is a philosophical question regarding the nature of our present secondary schools. Essentially during the past twenty years, schools were designed for, and occupied by, a sufficient number of students to operate a full range of academic, business and technical education. Each individual school was designed to fulfill a promise of integration of technical and general education. It is now certain that choice regarding the continuation of this strategy for secondary schooling must be made. With the decline in student population it will not be possible for all individual schools to have a full range of programming. It would seem that the alternatives are few, i.e. a smaller number of fully composite schools, or a combination of early general and technical education followed by specialized senior courses in a variety of modes, e.g. technical, business, gifted, aesthetics, etc.

To the end of Grade 10, it is generally agreed that the broadest possible general and technical education base should be available. These exploratory years are important so that some career choices are examined. In the senior division, however, the students opportunities to explore more fully a special technical or business education should not be inhibited. An example might be a perceived penalty when a student misses academic classes while on work experience. Program should be adapted to need and it would seem to be evident that specific facilities catering to individual needs would have more relevant programming than the general school offerings.

An approach to answering this dilemma would be the clustering of schools. A number of secondary schools are designated by geographical area to encompass the range of program deemed adequate for the jurisdiction. While there is evident merit in providing the opportunity for students to avail themselves of program opportunities, the necessity of attending another school may mitigate against students seeking programs best suited to their abilities and interests. It is necessary with this procedure to stress the opportunity and quality of program that can be maintained.

A second avenue in meeting special needs is the specialized senior division school, i.e. Arts, Science-Math, Specialist Technical and Advanced Business courses





that might become resident in specific schools. The existing model for this procedure is evident in our system with Fashion Arts at Sir John A. Macdonald and Dental Assistant at Sir Allan MacNab.

### Conclusion:

It would seem advisable to involve public advisory committees to assist the Board in formulating plans for the next five years. A review of all secondary facilities should also be undertaken to determine the best location for fully composite programming or the initiation of specialized programming. Existing programs of a special nature should be used as models for the extension of specialized programming.





SECONDARY SCHOOL CONSOLIDATION - COMPOSITE

Premise: As we decline in numbers, consolidation will become necessary. In order to to this, it is anticipated that the Grade 13 schools will be closed and the program will be housed in either all of the secondary schools or in selected schools. In the late 1980's it is anticipated that further consolidation will be necessary which will create two or three grade seven - thirteen schools. This will enable us to maximize the utilization of the fine secondary facilities we have.

A system-wide rather than a narrow view of issues will be needed on the part of trustees, administrators and teachers in order to face the challenges of the secondary school consolidation.

In the 1980's space in the existing Hamilton secondary school system needs to be effectively used in both human and economic ways. With this as a given, two primary concerns must be focused upon.

1. Maintaining the building sense of community.
2. Providing the widest possible range of educational alternatives within the city and within areas of the city.

These premises are somewhat conflicting in nature but can be accommodated within a philosophy that encourages flexibility and responsible decision-making. In order for this responsible decision-making to take place, administrators, teachers, parents and students need as much information as possible. In order for the flexibility to exist, requests for special programs, school changes, etc., will need to be individually assessed and creative problem solving techniques will be required to provide effective answers.

As well, planning must be done for the system in its entirety and the "band aid approach" which ultimately creates more problems than it solves, must be avoided.

Our present secondary schools house resource centres, large gymnasias, auditoria, recreation facilities, and specialized equipment in the fields of business, technology, science, family studies and the arts. Much of this equipment is presently in use at night school as well as in regular day school program. It appears that during the 1980's schools will become community resource centres with closer liaisons to industry, leisure activity, and other institutions; thus it seems reasonable to maintain the present secondary schools as 'community education centres' as long as is feasible economically.

Excess space in these schools can be used for co-operative business and industrial ventures, for day care, nursery school and senior citizen programs,





for alternative programs for young people, and for a variety of adult education programs during the day and evening.

#### The Issues:

The composite and Grade 13 school operating capacity is 17,478 student places. The 1980 enrolment from the Accommodation Report is 14,428 students, leaving a surplus of 3,050 pupil places. The long-range projections of school enrolment indicate that the secondary school population in 1991 will total 8,396, leaving a surplus of 9,082 pupil places. This space is roughly equivalent to seven large secondary schools.

The severity of our declining enrolment creates three major problems:

- (a) the effective utilization of space
- (b) the appropriate utilization of the educational dollar in a time of fiscal restraint which is further aggravated by rapidly increasing energy costs
- (c) the availability of program options and choices in small secondary schools.

#### Possible Solutions:

In planning to meet the challenge of the declining enrolment at the secondary school level, the Board will have to make decisions which are immediate (1981-85) and do a detailed analysis of future possibilities and implications (1985-1990).

- (a) 1981-85 -- The administration has recommended the closure of the Grade 13 schools in order to consolidate school space for the next five years. This closure can be brought about in two ways, namely through placement of the Grade 13 in the existing composite schools as quickly as possible or the closure of one Grade 13 school combined with the housing of all students in the other facility. This second facility could later be consolidated if the Board so wishes. The closure of Southmount and Hamilton Collegiate Institute will remove 2,147 pupil places from the system.
- (b) The separate facility for Georges P. Vanier and the establishment of an alternative school could provide for effective utilization of one of these facilities. It would appear that Southmount is ideally suited for the Georges P. Vanier program.
- (c) 1985-1991 -- The enclosed chart shows the secondary school enrolment projections to the end of 1985. If all of the composite schools were to become 9-13 in organization, at least two schools would be well below capacity. (i.e. Hill Park, 751 population (capacity 1,252); and Scott Park, 776 population (capacity 1,424)). The viability of program may be seriously affected in these schools. Consideration will have to be given to further consolidation at this time.
  - (i) Closure of Two Schools (Hill Park and Scott Park) -- The closure of these two schools and the re-distribution of population to the neighbouring 9-13 schools would raise the population in the surrounding schools and ensure program viability. The impact of closure would be a total reduction of surplus space, the effect of 2,676 places. This would reduce the total number of student





places in the secondary schools to 12,615 or 2,852 surplus spaces based on 1987 projections.

- (ii) Provision of 7-13 Facilities -- The secondary schools provide excellent facilities for programming which cannot be matched at the elementary level. Several jurisdictions in Ontario have developed Grade 7-13 schools and these have proven to be quite successful. In order to combat the surplus at both the elementary and secondary level, another consideration for the Board will be the establishment of Grades 7-13 complexes at Scott Park and Hill Park secondary schools. This would mean the closing of the feeder senior public schools and the placement of the Grade 6's back into the junior school. This would alleviate some of the problem of surplus space in these schools. The addition of Grades 7 and 8 students to Scott Park school would add approximately 300 students to the population and this would ensure relatively effective utilization of the facility. Hill Park would gain approximately 350 students from Cardinal Heights and George L. Armstrong schools.
- (iii) Primary Wings -- The present organization of Sir Allan MacNab with the primary wing has proven to be quite successful. As enrolment declines in our primary schools, it will be necessary for the Board to consider further organizations similar to that at MacNab. Schools which may be affected are Sherwood Secondary School (Sherwood Heights), Hill Park Secondary School (Linden Park), Westmount Secondary School (Westwood), Glendale Secondary School (Glen Echo). The establishment of primary wings in the secondary school would necessitate the following type of organization:  
Primary - housed in secondary school  
Grades 4-8 - housed in Middle School  
Grades 9-13 - housed in Secondary School
- (iv) Vocational Integration - Concurrent with the declining enrolment at the secondary composite level is the declining enrolment in the vocational schools. By the late 1980's the Board will have to consider further consolidation in the vocational schools. One possibility is the establishment in a full wing of a regular secondary school the complete vocational program with the specialized shops etc. The student population should be large enough, i.e. approximately 300 students to support a full vocational program and should be treated as a separate entity within the building. This should not negate in any way the possibility of integration between the composite and vocational students. A school where such integration is feasible on the mountain is Hill Park. Similar integration would be feasible at Sir John A. Macdonald or Scott Park.
- (v) K-13 Organization Within One Building -- It is highly questionable whether such an organization would be desirable but there is no doubt that it would be possible to house the total K-13 population in certain school areas within the secondary school (e.g. Highview, Peace Memorial, Sherwood Heights population can feasibly be housed within Sherwood Secondary School by 1987). Certain wings of the school could be designated as primary/junior and could be completely separated from the senior students. The combining of the Grades 7 and 8 with the secondary school would enable certain subject specialization and effective utilization of facilities.
- (vi) Combinations of (i), (ii), (iii) -- The first three options listed above are feasible in different combinations. For example, it would be possible to close Scott Park and re-organize Hill Park so that it becomes a 7-13 facility. Additionally, primary units could be added into several schools to enable further consolidation and more effective utilization of space.





### Consolidation Options:

The decline over the next ten years in the Hamilton secondary schools is projected to be very dramatic. In order to meet the challenge of this decline, the Board will have to review the various options that are available. The enclosed chart delineates one critical course which may be followed. It should be pointed out, however, that prior to any consideration of the following strategies, much careful study must take place. This study must review, in a comprehensive manner, the implications of such a change in the use of facilities, taking into consideration:

- (a) impact on program,
- (b) impact on students,
- (c) local community considerations,
- (d) federation involvement,
- (e) redundancy of staff,
- (f) cost factors,
- (g) other feasible use of vacant space, etc.

### Conclusion:

It is obvious from the above review that the Board has a multiplicity of options available for consideration prior to the consolidation of secondary school facilities. The above suggestions were based on several premises which the Board may or may not wish to support. These premises are:

- (a) The composite secondary school serves a very vital function in the community and should be retained if at all possible.
- (b) The secondary facilities are very fine and if possible, should be retained to provide programs for students at different age levels, i.e. Grade 7 and 8 and/or primary.
- (c) Consolidation, although it is painful, is necessary in view of program needs and fiscal restraints.
- (d) Alternative uses for facilities are available. These include alternative schools, leasing of portions of facilities to other associations, organizations, etc.
- (e) Georges P. Vanier will have to be provided a facility of its own within this time period. This will have the effect of increasing the effective utilization of space.

It must be borne in mind that this document is simply a preliminary planning statement and prior to any action, detailed study must take place in regard to all recommendations. The six options that are suggested are only possibilities and many more exist. The involvement of staff and federations in further deliberations is highly desirable in order to elicit both ideas and support.





OPTION I

CONSOLIDATION OPTIONS 1982-1990

| YEAR | STUDENT PLACES | POPULATION 9 - 13                                                   | POSSIBLE CONSOLIDATION                                    | REVISED STUDENT PLACES | POPULATION IN FACILITIES                                                                       |
|------|----------------|---------------------------------------------------------------------|-----------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------|
| 1982 | 17,478         | 12,395                                                              | Close H.C.I. - house in Southmount                        | 16,574                 | 12,395                                                                                         |
| 1984 | 16,574         | 11,099                                                              | Close Southmount - house in composite schools             | 15,331                 | 11,099                                                                                         |
| 1986 | 15,331         | 10,221                                                              | Hill Park - 7 to 13<br>Scott Park - 7 to 13               | 15,331                 | 10,221 (9-13 Pop'n)<br>500 (7-8 Pop'n)<br><u>10,771*</u>                                       |
| 1988 | 15,331         | 9,450 (9-13)<br>500 (7-8)<br><u>9,950</u>                           | Add Vocational - Hill Park<br>Add Vocational - Scott Park | 15,331                 | 9,450 (9-13 Pop'n)<br>500 (7-8 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,500*</u>                    |
| 1989 | 15,331         | 9,015 (9-13)<br>500 (7-8)<br>550 (Voc.)<br><u>10,065</u>            | Add 7-8 - Westmount<br>Add K-3 - Glendale                 | 15,331                 | 9,015 (9-13 Pop'n)<br>700 (7-8 Pop'n)<br>75 (K-3 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,340</u>   |
| 1990 | 15,331         | 8,711 (9-13)<br>500 (7-8)<br>75 (K-3)<br>550 (Voc.)<br><u>9,836</u> |                                                           | 15,331                 | 8,711 (9-13 Pop'n)<br>850 (7-8 Pop'n)<br>325 (JK-6 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,436</u> |

Impact of above -- 1) close two vocational facilities  
2) close two K-8 facilities  
3) close two Sr. Public School facilities  
4) close two Junior School facilities





OPTION II

CONSOLIDATION OPTIONS 1982-1990

| YEAR | STUDENT PLACES | POPULATION 9 - 13                                                   | POSSIBLE CONSOLIDATION                                                                                                                                                            | REVISED STUDENT PLACES | POPULATION IN FACILITIES                                                                       |
|------|----------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------|
| 1981 | 17,478         | 12,395                                                              | Vanier - house in Southmount                                                                                                                                                      | 17,478                 | 12,395                                                                                         |
| 1984 | 17,478         | 11,099                                                              | Close H.C.I. - house Grade 13 students in composite schools (Southmount & H.C.I.) - Southmount to house Vanier and compatible usage - e.g., elementary, alternative program, etc. | 16,574                 | 11,099                                                                                         |
| 1986 | 16,574         | 10,221                                                              | Hill Park 7-13<br>Scott Park 7-13                                                                                                                                                 | 16,574                 | 10,221 (9-13 pop'n)<br>500 (7-8 pop'n)<br><u>10,771</u>                                        |
| 1988 | 15,331         | 9,450 (9-13)<br>500 (7-8)<br><u>9,950</u>                           | Add Vocational - Hill Park<br>Add Vocational - Scott Park                                                                                                                         | 15,331                 | 9,450 (9-13 Pop'n)<br>500 (7-8 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,500*</u>                    |
| 1989 | 15,331         | 9,015 (9-13)<br>500 (7-8)<br>550 (Voc.)<br><u>10,065</u>            | Add 7-8 - Westmount<br>Add K-3 - Glendale                                                                                                                                         | 15,331                 | 9,015 (9-13 Pop'n)<br>700 (7-8 Pop'n)<br>75 (K-3 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,340</u>   |
| 1990 | 15,331         | 8,711 (9-13)<br>500 (7-8)<br>75 (K-3)<br>550 (Voc.)<br><u>9,836</u> |                                                                                                                                                                                   | 15,331                 | 8,711 (9-13 Pop'n)<br>850 (7-8 Pop'n)<br>325 (JK-6 Pop'n)<br>550 (Voc. Pop'n)<br><u>10,436</u> |





| YEAR | PUPIL PLACES | # SCHOOLS | SUGGESTED CONSOLIDATION                                                                                                                                                                                                                                                                                                         | REVISED PUPIL PLACES | REVISED # SCHOOLS | ORGANIZATION                                                                                                                                                                                                                                                   |
|------|--------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1982 | Voc. 2,850   | 7         | Ainslie Wood closed for renovation.                                                                                                                                                                                                                                                                                             | 2,400                | 6                 | 3 Boys Vocational Secondary<br>3 Girls Vocational Secondary                                                                                                                                                                                                    |
|      | Comp. 17,374 | 13        | Close 1 Grade 13 school.                                                                                                                                                                                                                                                                                                        | 16,374               | 12                | 9-12 - 1 Grade 13 School                                                                                                                                                                                                                                       |
| 1983 | Voc. 2,400   | 6         | Re-open Ainslie Wood as co-<br>ed facility. Close Agnes<br>Macphail.                                                                                                                                                                                                                                                            | 2,450                | 6                 | 3 Boys Vocational Secondary<br>2 Girls Vocational Secondary<br>1 Co-ed                                                                                                                                                                                         |
|      | Comp. 16,374 | 12        | ---                                                                                                                                                                                                                                                                                                                             | --                   | --                | As Above.                                                                                                                                                                                                                                                      |
| 1984 | Voc. 2,450   | 6         | ---                                                                                                                                                                                                                                                                                                                             | --                   | --                | As Above.                                                                                                                                                                                                                                                      |
|      | Comp. 16,374 | 12        | (a) Close 2nd Grade 13<br>School, all Composite<br>Schools offer Grade 13.<br><br>(b) Organize clusters of<br>schools geographically<br>within the city so that<br>all specialized programs<br>in languages, the arts,<br>technology, business<br>and all university<br>entrance requirements<br>are offered in the<br>cluster. | 15,374               | 11                | All Composite Schools offer<br>Grades 9-13.<br><br>Schools are grouped into 3-6<br>clusters, in such a way that<br>maximized resources of buildings<br>and options for students.<br><br>This clustering would also<br>involve Vocational Secondary<br>Schools. |
| 1986 | Voc. 2,450   | 6         | Close 1 school or renovate<br>and consolidate into a<br>second co-ed school or<br>house one in a secondary<br>school.                                                                                                                                                                                                           | 2,150                | 5                 | 2 Boys 2 Boys<br>1 Girls OR 2 Girls<br>2 Co-ed 1 Co-ed<br>Where a third boys' is housed<br>in a Composite Secondary.                                                                                                                                           |
|      | Comp. 15,374 | 11        |                                                                                                                                                                                                                                                                                                                                 |                      | 11                |                                                                                                                                                                                                                                                                |
| 1987 | Voc. 2,450   | 6         | ---                                                                                                                                                                                                                                                                                                                             | --                   | --                | As Above.                                                                                                                                                                                                                                                      |
|      | Comp. 15,374 | 11        | In an area where senior<br>school enrolment is limited<br>move Grade 7-8 into Composite<br>Secondary building, close<br>senior school building.                                                                                                                                                                                 | 15,374               | 11                | 10 Schools 9-13<br>1 School 7-13                                                                                                                                                                                                                               |





| YEAR | PUPIL PLACES | # SCHOOLS | SUGGESTED CONSOLIDATION                                                                                                     | REVISED PUPIL PLACES | REVISED # SCHOOLS | ORGANIZATION                         |
|------|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------|--------------------------------------|
| 1989 | Voc. 2,150   | 5         | ----                                                                                                                        | 2,150                | 5                 | As on previous page.                 |
|      | Comp. 15,374 | 11        | Based on need and effectiveness of 1987 consolidation 1-3 more senior schools consolidated into secondary school buildings. | 15,374               | 11                | 7-9 Schools 9-13<br>2-4 Schools 7-13 |





GRADE 13 CONSOLIDATION  
(Both Schools in Southmount)

Staff:

If H.C.I. and Southmount were housed in one building such as Southmount, based on the 1980-81 enrolment, 27.5 staff members would have to be absorbed by the new school and the system. A saving in staff would be realized by the reduction of one principal, one dean and one librarian. Due to the larger number of students in one school, the numbers of small classes would be reduced and the average class size in many other subjects would be easier to attain than in the two smaller schools. Thus, the total staff saving could range from four to five teachers. Certain positions of responsibility would be surplus (see paragraph #2) but classroom teachers would be required in their places. Although one less dean would be required, an additional guidance counsellor would be needed to maintain the required ratio of 300 to 1 at Southmount.

Positions of Responsibility:

An amalgamation of the two schools would result in a surplus of eleven positions of responsibility (see the chart below). However, these staff members, except for two, would have to be replaced by classroom teachers.

## Surplus Positions of Responsibility --

|                |                |                      |
|----------------|----------------|----------------------|
| Principal      | 1              |                      |
| Dean           | 1              |                      |
| Major Chairman | 2              | (English and Math)   |
| Minor Chairman | 6              | -- 1 Family Studies  |
|                |                | 1 History            |
|                |                | 2 Science            |
|                |                | 1 Physical Education |
|                |                | 1 Art                |
| Librarian      | $\frac{1}{11}$ |                      |

Program:

The program offering would not suffer but probably would be enhanced because of the larger numbers of students requesting each option in the one school. One reasonably sized Latin class would be held, rather than two small classes in each school. There would be two to three German classes and a full-time art teacher would be required. There would be one or two good sized classes in music. The remaining subjects would be well supported because of the larger number of student requests. I.A.C. competitions would become a problem due to lack of competitor schools.





### Facilities:

Most of the facilities at Southmount are sufficient to house both schools. Two additional science laboratories would have to be provided at a cost of approximately \$35,000 each. The equipment and supplies for these labs could be transferred from H.C.I. Additional study and research space for the library (Resource Centre) may have to be provided.

### Accessability:

Accessability may prove to be the most important problem of consolidation. The parking lot is not large enough to hold all the cars (staff and student). Limited parking is available at the church at the corner of Upper Gage and Stone Church Road. There is no parking available on any of the nearby streets. Thus, the parking area would probably have to be increased. Because of its location, some students may decide not to attend Southmount, thus decreasing the enrolment in the Grade 13 school.

Transportation by H.S.R. buses is available. It would be necessary for all students below the mountain to make two transfers. Extra buses would be put in service, however, the H.S.R. is reluctant to put on buses going directly to the school for student use only. Those students who are eighteen years of age as of September 1st, could use student tickets, all older students will be required to pay adult rates.

### Impact of Surplus Space:

Southmount would be operating at its capacity. The reduction in surplus places due to the closing of H.C.I. and the filling of Southmount would be approximately 900 student places.

### Financial Savings:

The initial cost savings of closing H.C.I. would be \$320,821 annually (see Page 3). However, this would have to be reduced by \$70,000, in the first year, due to the cost of the addition of the two science laboratories. In addition, if the salaries of those persons in positions of responsibility were "red-circled", an additional cost of \$59,125 would be encountered (see Page 4). This cost would gradually disappear within three to five years.

### Conclusion:

Because of the uncertainty of Grade 13 caused by the S.E.R.P. Report, it would appear inappropriate to consolidate the Grade 13 schools at this time.





1980 10 17

COST SAVINGS

HAMILTON COLLEGIATE INSTITUTE

|                                   |              |
|-----------------------------------|--------------|
| Fuel                              | \$ 24,200    |
| Water and Sewerage                | 5,000        |
| Hydro                             | 13,800       |
| Building Repairs                  | 33,200       |
| Landscaping and Garbage           | 1,500        |
| Caretaking and Cleaning Wages     | 98,751       |
| Caretaking Supplies               | <u>5,700</u> |
| Gross Operating Costs             | 182,151      |
|                                   | <hr/>        |
| Operating Costs when Closed       | 15,500       |
|                                   | <hr/>        |
| Net Operating Costs Saved         | 166,651      |
|                                   | <hr/>        |
| Principal's Salary                | 44,400       |
| Clerical Salary Saved             | 98,332       |
| Administrative Assistant's Salary | 11,438       |
|                                   | <hr/>        |
| Total Saved Annually              | \$320,821    |
|                                   | <hr/>        |
|                                   | <hr/>        |





CONSOLIDATION OF GRADE 13 SCHOOLS

(Both Schools in Southmount)

SURPLUS POSITIONS OF RESPONSIBILITY ON CONSOLIDATION

| <u>Title</u>                   |    | <u>Allowance Above<br/>Category IV Maximum</u> |          |
|--------------------------------|----|------------------------------------------------|----------|
| Principal                      | 1  | 11,083                                         | (44,400) |
| Deans (Equiv. to Hd. of Dept.) | 1  | 2,500                                          | 2,500    |
| Major Chairman - English       | 1  | 1,800                                          | 1,800    |
| - Math                         | 1  | 1,800                                          | 1,800    |
| Minor Chairman - F.S. (R/A)    | 1  | 1,450                                          | 1,450    |
| - History                      | 1  | 1,250                                          | 1,250    |
| - Geography                    | -  | -                                              | -        |
| - Science                      | 2  | 1,250                                          | 2,500    |
| - Languages                    | -  | -                                              | -        |
| - Phys. Ed.                    | 1  | 1,250                                          | 1,250    |
| - Art (1/2 Time)               | 1  | 1,450/2                                        | 725      |
| - Library                      | 1  | 1,450                                          | 1,450    |
| Total                          | 11 |                                                | 59,125   |

Cost of "Red-Circling" including  
Positions of Responsibility and  
including Principal at full salary.





CONSOLIDATION - VOCATIONAL SECONDARY SCHOOLS

Premise: The consolidation of vocational schools will be best executed through the closing of one school and the development of a co-educational facility as another option for students. In the late 1980's it will be necessary to consolidate another co-educational facility on the mountain. It may be appropriate at this time to combine Crestwood and Caledon schools.

Present Situation:

As noted earlier in this report in the section entitled "Organization of Secondary Schools", the present organization is suggested as that being the most appropriate for the 1980's. Declining enrolment will soon create, however, some difficulty in the provision of an extensive program in all of the present seven vocational secondary schools. At present the Director's Accommodation Report contains the following recommendations:

- (a) Ainslie Wood Secondary School be renovated to become a co-educational facility with operation to begin in September 1983.
- (b) Agnes Macphail Secondary School cease to operate as a Vocational Secondary School at the end of the 1982-83 school year.
- (c) Students living within the present Agnes Macphail/Ainslie Wood boundaries for whom there would be insufficient accommodation at Ainslie Wood Secondary School in September 1983, be accommodated within the other five Vocational Secondary Schools.
- (d) In order that renovations to Ainslie Wood Secondary School be completed for September 1983 occupancy --
  - (i) the school be closed for the 1982-83 school year and,
  - (ii) the students be relocated in the other three boys' schools for 1982-83.
- (e) Agnes Macphail Secondary School continue to operate as at present for the 1981-82 and 1982-83 school years.

Presently, the seven vocational secondary schools are operating at approximately 74% of capacity. In addition, these schools are all sex-segregated (three for girls and four for boys) making Hamilton the only jurisdiction in the province operating without co-educational secondary schools. It would appear, consequently, that a number of factors suggest co-education as yet another alternative for students selecting vocational as opposed to composite secondary school.

Co-education:

In the process of building Hamilton's seven vocational secondary schools, the Board gave considerable study not only to the development of appropriate programs, but also to the question of co-educational schools. The decision to





proceed with sex-segregated schools was not made lightly. The Board was supported in its decision by the opinions of principals, staffs and officials.

The following were some of the reasons believed to form the basis of the decision to retain sex-segregated schools:

1. School Organization: The Vocational Schools should continue to be small units (300-400) so that individual attention to students and the development of individual student image would be facilitated and fostered. In the consideration of the provision of meaningful program for both boys and girls in such small units, segregated schools seemed the better organization.
2. Program: In a segregated school, it was believed that a greater variety of shops would be possible than would be possible under a co-educational arrangement. For example, a school like Albion (Boys) could provide experience and training in up to 13 different shop areas; Briarwood could make provision for up to 10 shop areas for girls. Under a co-educational arrangement in either school, the number of shops available to either boys or girls would likely be considerably reduced, thus restricting the students' experience and training and, in the final analysis, their opportunities for employment.
3. Equal Opportunity for Girls: It has been recognized that, before the 1960's and the expanded program in the Vocational Schools in Hamilton, classes of girls who learned at a slower pace in the regular school program were given less than equal opportunity by way of an adapted program, appropriate facilities, and specially-trained teachers. It was the strong conviction of our Board that girls should have equal opportunity to this fine training - with schools in their own right, with appropriate training shops, with specialized staff, with concerned efforts on their behalf, and with the full opportunity to express themselves freely in a comfortable environment.

#### Conclusion:

The accompanying chart outlines a possible consolidation plan for the 1980's. It should be noted that consolidation plans from 1981 through 1984 depend upon the Board's decision with regard to co-education. In addition, any plans dealing with co-education after 1983 naturally are also dependent upon such a decision.

Another factor to be considered is that of the outcome of the evaluation of the co-educational program at Ainslie Wood. Should such evaluation be positive, the chart depicts possibilities from 1984 through 1989. Should this not be the case, consolidation would have to take place in another manner. This would probably involve the closing of Parkview in 1986. The remaining two boys' schools, plus Ainslie Wood, would be able to accommodate the 233 students. Should this be the case, we would probably be best to go with one co-educational school, two boys' schools and two girls' schools, until at least 1989.





| SCHOOL YEAR | STUDENT PLACES | PROJECTED ENROL. | ANTICIPATED CHANGE                                                     | REVISED NO. OF STUDENT PLACES | NO. OF SCHOOLS | COMMENTS                                                                                                                      |
|-------------|----------------|------------------|------------------------------------------------------------------------|-------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1981-82     | 2850           | 2066             | None                                                                   | 2850                          | 7              | Board to make decision on renovating Ainslie Wood to become a co-educational facility.                                        |
| 1982-83     | 2850           | 1997             | Renovations to Ainslie Wood                                            | 2400                          | 6              | Ainslie Wood students to other 3 boys' schools.                                                                               |
| 1983-84     | 2802           | 1897             | Ainslie Wood opens as a co-educational facility; Agnes Macphail closes | 2402                          | 6              | Boys return to Ainslie Wood from other 3 boys' schools. Girls from Agnes Macphail move to Ainslie Wood (surplus to Briarwood) |
| 1984-85     | 2402           | 1824             | None                                                                   | 2402                          | 6              | Evaluate co-educational program at Ainslie Wood in order to make future decisions re accommodation.                           |
| 1985-86     | 2402           | 1757             | None                                                                   | 2402                          | 6              | Continue co-education evaluation; decision to determine changes in next four years.                                           |
| 1986-87     | 2402           | 1687             | None                                                                   | 2402                          | 6              | Should co-educational evaluation be positive, plans to renovate Crestwood to become a co-educational facility in 1988-89.     |
| 1987-88     | 2402           | 1617             | None                                                                   | 2402                          | 6              | Continue renovation plans for Crestwood. (Students may have to attend Albion and Parkview.)                                   |
| 1988-89     | 2402           | 1551             | Crestwood opens as a co-educational facility; Caledon closes           | 2002                          | 5              | Boys return to Crestwood from other 2 boys' schools. Girls from Caledon move to Crestwood.                                    |
| 1989-90     | 2002           | 1496             | None                                                                   | 2402                          | 5              | Consideration of closing Parkview as a vocational school and seconding it to Scott Park (technical emphasis).                 |

Notes: (1) All figures based on assumption that Wentworth County students continue to attend Hamilton Vocational Secondary Schools.

(2) All major changes and years suggested subject to projected enrolment accuracy.

(3) All changes concerning co-education based on Ainslie Wood decision and evaluation.

(4) See appendix A for projected enrolments by school.





# PROJECTED VOCATIONAL SCHOOL ENROLMENTS

September 30, Each Year

| SCHOOL                                   | ACTUAL |      | PROJECTED ENROLMENTS |      |      |      |      |      |      |      |      |      |      |
|------------------------------------------|--------|------|----------------------|------|------|------|------|------|------|------|------|------|------|
|                                          | 1979   | 1980 | 1981                 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 |
| AGNES MACPHAIL<br>Operating Capacity 400 | 237    | 240  | 232                  | 224  | 213  | 204  | 197  | 189  | 181  | 174  | 168  | 163  | 161  |
| AINSLIE WOOD<br>Operating Capacity 450   | 306    | 262  | 272                  | 262  | 249  | 241  | 231  | 222  | 215  | 205  | 198  | 191  | 190  |
| ALBION<br>Operating Capacity 450         | 316    | 364  | 327                  | 316  | 300  | 288  | 278  | 267  | 255  | 245  | 236  | 230  | 227  |
| BRIARWOOD<br>Operating Capacity 350      | 382    | 375  | 362                  | 349  | 332  | 319  | 307  | 295  | 283  | 271  | 262  | 254  | 251  |
| CALEDON<br>Operating Capacity 400        | 287    | 253  | 257                  | 250  | 237  | 228  | 220  | 211  | 202  | 194  | 187  | 182  | 180  |
| CRESTWOOD<br>Operating Capacity 400      | 351    | 335  | 331                  | 320  | 304  | 292  | 281  | 270  | 258  | 248  | 239  | 232  | 230  |
| PARKVIEW<br>Operating Capacity 400       | 288    | 289  | 285                  | 276  | 262  | 252  | 243  | 233  | 223  | 214  | 206  | 201  | 198  |
| TOTAL ENROLMENT                          | 2167   | 2118 | 2066                 | 1997 | 1897 | 1824 | 1757 | 1687 | 1617 | 1551 | 1496 | 1453 | 1437 |

Research Services Department  
Hamilton Board of Education  
October, 1980





ALTERNATIVE SCHOOLS

Premise: During the 1980's, one or more alternative schools will be established to meet the needs of specialized groups of students.

The alternative school concept emerged over a decade ago with the establishment of the Parkway Program in Philadelphia. In its early years, the alternative school movement operated almost exclusively in the private sector, was in a constant state of financial crisis, and was regarded by many Americans as a radical innovation in education. Many of the original alternative schools had an average life of one to three years, and were often staffed by young non-professionals in poorly equipped facilities. Today, however, the concept of alternative schools has been adopted by numerous public school systems and accepted by a large proportion of the American public. Recent figures, for example, indicate that at least one-third of the nation's sixteen thousand public school systems has one or more alternative schools in its district. Furthermore, approximately five percent of the school population of the United States is being served by alternative schools.

In the course of a decade, the rapid increase in the number of alternative schools and the growing percentage of students served by these schools must be viewed as a major trend in contemporary public education. This trend is also evident in Canada. There are believed to be over twenty-five such schools already operating in Ontario. Examples of alternative programs in Ontario include the following:

- Individual Education Centre, Mississauga
- Contact School, Toronto
- School of Experimental Education, Etobicoke
- Alternative Schooling Community, Kingston
- Odyssey House Community School, St. Catharines
- Alternative Scarborough Education, Scarborough.

Examples of terms used to describe alternative schools include: schools without walls; schools for dropouts/potential dropouts; open schools; free schools; experimental schools; fundamental schools; and school-within-a-school. Although such schools are described by many terms and at present there is no single definition accepted for alternative schools, they share some of the following characteristics:

- (1) they can provide an alternative for students, parents and teachers;





- (2) they can be more flexible and more responsive to the special and immediate needs of students;
- (3) they can be significantly different from the conventional schools in curriculum and instructional practices;
- (4) they can effect a greater involvement of staff and students in decision-making and in setting mutually-accepted goals;
- (5) they can make more extensive use of community resources and facilities;
- (6) they can place an emphasis on basic skills, cognitive and affective development, career development, inner directedness, and on improving the student's self-concept; and
- (7) they can be small (100-300 students), providing greater interaction between students and staff on a personal level.

Many of our secondary schools have already recognized the need for special alternatives and have attempted to develop programs to try and meet the special needs of students. Examples of special "in-house" programs include the following:

- (1) Westdale - has attempted to combine counselling in the affective area with the teaching of subject material for selective students;
- (2) Westmount Interact Program - has attempted to provide group counselling in a relatively intensive fashion; and
- (3) Delta - Communication Labs.

Other schools have experimented with special homeroom class arrangements, involvement of senior students with junior students, special timetabling, identification and special grouping, and special liaison with support services and community resources.

In addition to the experiments being conducted in many of our schools, there are also some specialized programs being offered in the community. These include our own programs at Chedoke, Arrell Observation Home and Lynwood Hall, and alternatives such as Dr. Anderson's Cool School.

The value of the preceding programs is recognized and their efforts are commended. Many educators feel, however, that there is a special need within our system for an "Alternative School Program" to meet the problems of a segment of our youth which are not being adequately met within the existing structure. Such a program could provide for the following groups of students:

- (1) the behaviourally disruptive who are found in growing numbers in our schools;
- (2) the potential and actual school leavers many of whom are unmotivated, without purpose, and often chronically absent;





- (3) the "drop-in" or returning students who need the availability of more flexible entry and programming, using both school and community resources for acquiring necessary foundation and upgrading;
- (4) the students who need a transitional program before entry or re-entry to regular classes;
- (5) the students who need instruction and experience in a course of Life Skills, either to prepare them for job search and employment or for re-structuring their personal lives on a goal-setting basis;
- (6) the learner who actually learns better individually;
- (7) the students who have commitments which cause them to be absent from regular schools for periods of time during the school year, e.g., swimmers, skaters, musicians and others who are in a program of training; and
- (8) the students with medical problems which require periodic therapy (long-standing medical problems).

To provide for the specialized needs of the students listed above, the Alternative School should offer features such as the following:

- the curriculum should be adapted to individual student needs and interests
- the courses should be Ministry of Education courses leading to a Grade 12 or Grade 13 diploma
- the students should be encouraged to take the initiative in organizing and directing their program
- the students should be encouraged to make full use of community resources
- the staff and students should organize seminars and field trips to meet specific requirements
- the entry and use of time should be flexible
- the students should be encouraged to become involved in interdisciplinary discussions and activities
- the parents and other members of the community should be encouraged to take an active role in the program
- the program should provide for instruction in Life Skills
- the program should have the goal of re-entry to regular classes, or of progress to further education and training, or to employment
- the enrolment should be limited (100-200 students).

#### Conclusion:

The necessity for having alternative schools has been established and it is of paramount importance that these schools be organized as soon as possible.





SPECIAL EDUCATIONSecondary Support Services For Exceptional Children

Premise: Specialized support for students with special needs or learning disabilities will be provided in each secondary school.

Rationale: "The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services..." Bill 82.

Given this explicit direction and responsibility, the board's implementation procedures should parallel the growth rate of this target population. The effects of the Early Identification Program, the expanding Specific Learning Disability classes in elementary schools, and the increased accountability for students' programs as outlined by Identification Placement and Review Committees should provide the necessary data to assure appropriate implementation decisions.

The resource teacher model, presently deployed at Sir John A. Macdonald, seemingly would address this need for specialized assistance in the secondary schools.

The Resource Teacher Model1. Philosophy

The philosophic underpinnings of a secondary learning resource program enable the students with specific exceptionalities to benefit from the assistance of a specially trained teacher and the use of a specially designed work area in accordance with their individual needs for part of each day. The general goals of the program are the same as for any student: (viz) the outcoming development of a positive self-image, the promotion of basic learning skills, self discipline, positive work habits, personal independence skills and research skills. Therefore, the program is designed to provide:

- (i) remediation or compensatory skills for areas of specific identified weakness based on individual programming, and
- (ii) supportive assistance, in concert with the regular staff for all subjects being offered to the student.

2. Resource Teacher's Role

The resource teacher serves the exceptional student in the following capacities:





- (i) Serving the teacher staff in a consultative role, interpreting the nature of exceptionalities, suggesting approaches and methods to be used, resolving problems, and, thus, providing both general and specific support for students and teachers to assist the learning situation.
- (ii) Maintaining in the Special Education Resource Room and assisting in its use the appropriate equipment to support the learning progress of exceptionalities.
- (iii) Providing regular tutorial assistance on an individual basis to students with exceptionalities.
- (iv) Providing monitoring of the educational and personal needs of students with exceptionalities on a regular basis.
- (v) Providing liaison between these students and the teachers in their regular subjects, in matters of curriculum, methods, note-making, special projects, and general progress.
- (vi) Providing, where necessary, special monitoring during examination writing in any subject(s) involved.
- (vii) Facilitating the movement and orientation of such students - from feeder schools into the secondary school, from grade to grade, and to post-secondary education or employment.
- (viii) Serving as a special liaison person for parents of these students in all pertinent matters related to their educational and personal progress.

#### Conclusion:

The implementation of the Ministry's mandate from Bill 82, in addition to the constantly increasing identification of exceptional children within our Board, necessitates the specialized support engendered by a resource teacher (above the staffing ratio) for secondary schools. A systematic long-range procedure for these support personnel should be considered.

#### Suggested Approach:

| YEAR    | PROGRAM           | SCHOOL                                 |
|---------|-------------------|----------------------------------------|
| 1980-81 | Learning Resource | Sir John A. Macdonald                  |
| 1981-82 | Learning Resource | Westmount and<br>Sir Winston Churchill |
| 1982-83 | Learning Resource | Delta and Barton                       |

This initial plan would provide for Learning Resource Programs for students on and below the mountain in the four quadrants in the city. Continued expansion in a similar vein would eventually result in a Learning Resource Program in every secondary school.





ADMISSION PROCEDURES FOR SECONDARY SCHOOL  
LEARNING RESOURCE PROGRAM

IDENTIFICATION

Disability diagnosed by qualified personnel.

REFERRED TO SPECIAL EDUCATION DEPARTMENT

Supervisor of Special Education informed of possible candidate.  
A decision with regards to best possible placement is recommended.

REFERRING PRINCIPAL

Initiates contact with parents re: proposed placement in the  
Learning Resource Program. Resource teacher may be called for  
consultative purposes and/or to arrange visit to Secondary School.

APPLICATION FORM

Parents make application for Secondary School Learning Resource Program.

RECEIVING PRINCIPAL

Initiates orientation of Secondary School with parent/student conference.

ADMITTANCE

Student enrolls in Secondary School Learning Resource Program.

\* \* \* \* \*





SCHOOL ORGANIZATION

Premise: The city will continue to be organized in both the traditional and semestered pattern.

Historical Background:

In the 1930's there were five schools in the Hamilton Secondary System, -- two collegiates (Central Collegiate Institute and Delta Collegiate Institute), one technical school (F. R. Close), one commercial school (The High School of Commerce) and a tripartite school (Westdale), three separate schools in one building. During the 1940's the Hamilton Board of Education decided that all of the secondary schools would become composite schools to provide a better integration of the component parts, academic, commercial and technical. In 1966 it was decided to establish a solely grade 13 school for students in the lower city. In 1971 Laurier was opened as a second Grade 13 school.

School Organization:

After a thorough investigation, Barton Secondary School was given permission to organize on a two semester system in 1972. The program was then evaluated and in 1976 four more schools were given permission to organize on the same basis. These schools were Sir Allan MacNab, Scott Park, Sir John A. Macdonald and Vanier. Thus, in Hamilton there were five schools organized on a semestered system, two grade 13 schools and eight schools organized on the traditional or non-semestered system. The Grade 13 schools adapted a partial semestered system. It is felt that the mixture of the traditional and semestered school has several advantages. Students entering the Hamilton system from outside or from other jurisdictions in Hamilton have the opportunity to continue their education in the type of organization to which they are accustomed. Certain members of the teaching staff prefer the traditional school organization while others prefer the semestered organization. Students who prefer fewer subjects per day and a longer teacher contact, enjoy this in a semestered school. The semestered schools allow students from the traditional schools to repair their programs by transferring to these schools at the beginning of the second semester. Likewise, students in semestered schools are able to repeat failed subjects in the second semester. Some elementary students who are repeating grade 8 are able to enter the semestered schools in February and thus do not lose the full year. The modified semestering in the Grade 13 schools allows Grade 12 graduates to enter the Grade 13 schools at the beginning of the second semester. It also





allows students only requiring three credits for the S.S.H.G.D. to complete these credits by the end of the first semester. Although Hamilton has refrained from allowing acceleration in the Secondary Schools, the semestered organization does accommodate acceleration.

#### Conclusion:

It is recognized that the present organization of secondary schools in Hamilton provides a great deal of flexibility for the system. Because of the advantages of our present organization, it is recommended that Hamilton continue with the blend of traditional and semestered schools with the possible addition of one of the east-end schools to the semestered type of organization.





CURRICULUM

Premise: The composite schools will continue to offer basically general and advanced level courses. However, basic level courses will have to be offered in some schools. In order to meet the challenge of declining enrolment and diverse needs of students, more open-phased courses must be developed. Curriculum will be organized on a minimum core basis with appropriate evaluation.

Programs in General - Composite and Vocational

Students in composite secondary schools will, in great measure be accommodated by general and advanced level courses. As indicated in "The Blueprint", students in advanced level courses should meet the demands of the course: general level courses should meet the needs of the average student, be relevant and include strategies which provide for well-motivated, meaningful learning. If basic courses in the senior division in composite schools are to be considered, clear statements from the Ministry must support them and a very clear need for them in certain schools must be established before they are introduced.

In H.S.1 (1979-81) the Ministry states:

"Where desirable and feasible, students should be permitted to take courses at different levels and should not be unduly influenced into taking all courses at a single level. The streaming of students into programs containing a single level of courses is not encouraged. However, in a few instances, special-purpose schools, in which the majority of students work at one level, may be warranted."

In order to afford the slower learner a measure of success, modified and basic courses, with a strong practical, life-skills orientation must remain the province of the vocational secondary schools. Emphasis must be on developing a trade skill as well a positive self-image. Common curricula for all vocational secondary schools is a high priority and much progress has been made already in this direction.

If vocational secondary schools are to remain as separate and viable entities and the issue of basic courses is central to the outcome. Indeed, should a basic course in a composite school be identical to the basic course in the vocational school?





## Core Curriculum

In order to ensure clear direction in all subject areas and to provide reasonable uniformity of standards across the system, the present emphasis on writing and/or revising core materials will continue. Core materials will be accompanied by enrichment and remedial elements in order to accommodate the variety of pupil achievement at basic, general and advanced levels.

## Quality of Program

O.A.I.P. shows real promise as a means of providing the classroom teacher with a "measuring stick" in order for him or her to gauge the effectiveness of the course being taught.

Matrix sampling and criterion-reference tests will assist in evaluating program city-wide.

Cyclic reviews conducted by the subject supervisor in co-operation with the principal and department head will identify areas of strength and concern within departments; appropriate steps can then be taken to capitalize on the strengths and to "shore up" areas of concern.

## A Model For Implementation

Each person in the educational system from director to classroom teacher has a role to play in the implementation of program. A model, now under development is expected to outline each educator's role in implementation and to provide guidelines for the teacher, head, principal and superintendent in determining the degree of implementation of a program at any given time. In order for the model to be used effectively, in-service will be vital.

## Curriculum Committee

The Vocational and Composite Curriculum Committees, hopefully, will continue to: provide a valuable forum at which supervisors, teachers, principals, heads, assistants and superintendents can discuss curriculum matters; make recommendations to Academic Council and Senior Management through the Superintendent of Curriculum and Special Services and review and/or monitor curriculum innovations.





## School Minimum Core Curriculum

In order to ensure a quality program in a period of declining enrolment, it will be important that we identify a minimum core of subjects to be included in the programs of all Hamilton secondary schools. In some cases, it may be necessary to provide specific programs in one school to serve the needs of students enrolled in adjacent schools, e.g. music, languages.

### Conclusion:

The S.E.R.P. recommendations no doubt will have a profound effect on curriculum. There are, however, some other realities which will require imaginative approaches to the learning process: computer applications and implications; co-operative education and the work experience thrust and the significant advances in technical and business areas, to name a few.





EVALUATION OF STUDENTS

Premise: Evaluation will remain the responsibility of each individual school. The system, however, will monitor the effectiveness of program and student achievement through the utilization of criterion reference tests and the Ontario Assessment Instrument Pool (O.A.I.P.). A comprehensive K-13 student evaluation policy will be developed. This policy will contain expectations related to reporting to parents.

Rationale

- (a) The most useful body of data pertaining to secondary school evaluation in Ontario comes from the 1976 Interface Study. It pointed out that results garnered by teachers who set tests and examinations, and who mark them, get information that predicts success with as high (or higher), a degree of accuracy than any external testing such as the former Ontario departmentals. Indeed the "confidential" marks the classroom teachers submitted to the Department of Education just before the departmentals were administered correlated just as highly with university success as did the "official" marks generated by the examinations themselves. On this basis it seems reasonable that decisions regarding evaluation should be made whenever possible by personnel in the schools who work directly with the students.
- (b) In order to ensure fairly equitable standards across the city, criterion reference tests must be used. Such tests assess the effectiveness of conventional classroom teaching in which behavioural objectives and accountability are dominant concerns. The student behaviour described in the objective for a unit of instructions comprises the criterion on which both teaching and the testing are based.
- (c) The Ontario Assessment Instrument Pool (O.A.I.P.) will be another source of data for teachers and principals. It consists of educational measurement items which take as their content the objectives from the guidelines of the Ontario Ministry of Education. What the O.A.I.P. will permit is a method of matrix sampling, advocated in the "Blueprint for the Eighties." Sample survey techniques can be used by teachers to record student performance. Used in conjunction with their own methods the Instrument Pool will help monitor the impact of the program on the class as a whole and on individual students. Change in student performance on particular topics can be detected over time. By concentrating on columns





of information (rather than rows which tell about one student instead of the whole class) we have a relatively new way of looking at how well we are doing in the area of curriculum. If we are able to determine our future skill requirements in the labour force with any degree of accuracy, we could move to topic data and participation data to provide program monitoring information.

#### Conclusion:

In summary, the O.A.I.P. allows us to detect changes in student performance on test items, and how well we are achieving all the objectives of our programs. If desired, it can be administered in a manner which does not identify any student, teacher or school. The result of this is to ensure the validity of the data by reducing the pressure on individuals to increase scores without increasing performance capabilities, i.e. teaching to the test. Testing should grow from what is taught, how it is taught and from who is taught. Evaluation must be a positive learning experience, as far as possible, individualized, reinforcing and humanistic.

Consider, then, how the O.A.I.P. may help with the problem of the general level student. If we can determine the needs of society and provide the proper courses and rates of participation, if we can find ways to teach what they require then the question may very well turn out to be, do we keep the general level student in school a year longer, rather than how do we deal with the drop-out rate!





COMMUNITY RESOURCES

Premise: The school will continue to expand the use of community resources to enable students to develop practical skills in support of the academic program.

A goal of secondary education in the 1980's will be to expand the use of community resources and thus enable students to develop practical skills through career-oriented learning activities.

Programs such as the Mother Goose Co-op Nursery at Westdale should be expanded in future so that students will be able to avail themselves of the learning opportunities that exist through these community services. Many social agencies and helping organizations have expressed an interest in setting up programs in conjunction with schools. For example, the following is a list of community groups and organizations either having or anxious to have liaison with education through family studies:

Priority Involvement:

Hamilton District Council of Parent Participating Pre-Schools  
 Parent Education Board  
 Hamilton District Nutrition Committee and the Public Health Nutritionist

Some Involvement:

HELP the Aged Project  
 Consumers' Association of Canada  
 Multicultural (Centre and Mohawk Committee)  
 Co-Op Placements in Social Service Areas

Involvement has been requested from the following:

Participation House  
 Extend-A-Family  
 Children's Aid Society  
 Child to Child Program  
 Preventive Child Abuse Sub-Committee  
 SHAIR - OPIRG  
 Local Council of Women's Advocacies  
 Junior League's Advocacies  
 Citizenship Court  
 Home and School  
 Status of Women Committee

There are numerous organizations that we could reach out to beyond that for mutual involvement and benefit:

St. Matthew's House  
 Family Service Agency  
 Parent's Anonymous  
 Regional Day Care Services  
 ESL Classes (Child Care Facilities - this is a Board of Education effort)  
 Day Care and Private Nursery Schools





The school ARTIST program proposed by the ART department provides mutual benefits to the school and the artist. In exchange for studio facilities the artist would provide instruction and assistance to students and develop career awareness.

Similar benefits could be derived for students by providing space and some equipment for hobbies and crafts in elementary schools. Students would be exposed to the talents of members of the community who would instruct in return for work space.

It is hoped that light industry might locate in some schools in order to provide on-site Co-op locations. The following are examples which might be investigated further:

Board of Education Audio-Visual distribution and repair in a school location.

Office facilities and secretarial services for such agencies as Cancer Society, United Way, etc.

The Board of Education is leasing space to the following agencies and organizations. Perhaps some arrangement could be worked out to co-ordinate student learning activities with the community or business activities of these groups:

1. L.O.N.A.R. project at McIlwraith
2. H.T.F. at Stinson
3. O.S.S.T.F. at Ainslie Wood
4. South Central Regional Library - Dundurn
5. McMaster Fund Raising - Dundurn
6. Theatre Aquarius - McIlwraith
7. Day Care at Peace Memorial, Ridgemount, etc.
8. Building Trades using Southmount shops.

#### Conclusion:

Throughout the 1980's, the Hamilton Board of Education will be seeking opportunities to expand the use of community resources to enable students to develop practical skills through career-oriented learning activities.





FRENCH AS A FIRST LANGUAGE

Premise: Georges P. Vanier will be allocated a separate building.

In 1968, the Ministry of Education, having carefully considered the long history of the use of French as a language of instruction in schools and classes in Ontario from the days before Confederation, re-affirmed the right of francophones to be educated in their mother tongue. It backed up this declaration by providing special grants to support both autonomous French language instructional units and French language classes within mixed schools.

In Hamilton the French language program was initiated in September 1969, at Scott Park Secondary School by offering français and histoire in grade nine to francophones. In the next year géographie was added to the curriculum for the students enrolled in Grade ten.

As the enrolment of pupils increased, the desire of the francophone community to have their own distinct and autonomous French language secondary school increased as well. In December 1973, a recommendation from the French Language Advisory Committee to establish such a school was made to the Hamilton Board of Education.

In September 1974, the Hamilton Board of Education, recognizing the need for such a secondary school in the region, opened Ecole Secondaire Georges P. Vanier within Scott Park Secondary School for francophone students in the City of Hamilton as well as the Counties of Wentworth, Halton, Peel and Waterloo. Although the curriculum program was limited because of the initial enrolment of approximately 170 students, it was the strong desire of the francophone community through the French Language Advisory Committee to offer the students a composite school education comprising a strong academic core combined with basic technical and business options. In addition to this curricular program, it was essential that the school become and remain the focal point for the development of language, customs and cultural life of the francophone students.

At the present time, there are approximately 350 students enrolled in the programs from Grades 9 to 13. In all subjects, with the exception of Physical Education, Music, Art, Family Studies and some shops, the language of instruction is French. It has been the hope of the francophone community, the administration, teachers and students of the school to have a full range of options offered in their mother tongue in a completely French 'milieu'. It is their collective feeling that these goals and objectives can be reached only by having the school lodged in its own building.





The Hamilton Board of Education recognized this concern of the French Language Advisory Committee and set up an Ad Hoc Committee in July 1979, to look into an alternative site for Vanier. Over the past several months alternatives have been examined, but to this point no acceptable alternative has been decided upon.

Conclusion:

A site for Georges P. Vanier is presently being investigated and it is hoped that Southmount Secondary School might provide an acceptable alternative for the French Language Advisory Committee.





## Background

### A. Objectives and Achievement Levels

## B. Programming

Page 1 of 4





2. Extended Programs - (a) Objective - middle or working knowledge level  
(b) Description - a core program plus one or two other subjects in which French is the language of instruction, i.e. teaching History, using French as a language of instruction.
3. Immersion Programs - (a) Objective - top or optimal level  
(b) Description -
  - (i) Early Immersion beginning at the kindergarten or Grade 1 level. Most of the instruction is given using the French as the language of instruction. Time allotments vary from year to year.
  - (ii) Late Immersion beginning at Grades 6, 7, or 8 with at least 50% of the child's instruction using French as the language of instruction. Late immersion is usually followed by two or three years of extended programming at the secondary level.

C. Present French Programming - Hamilton

The French as a Second Language program in Hamilton consists of:

- (a) Early Immersion - Kindergarten to Grade 4
- (b) Core Programming - Grades 6, 7 & 8 - 20 minutes per day  
Grades 9 - 13 - 40 minutes per day

Conclusion:

In order to offer a variety of French as a Second Language programs to the students of Hamilton, as well as multiple entry points, it is anticipated that the existing programs will be reviewed over the next five years to consider expansion as follows:

- (a) French Immersion - commencing at the Kindergarten level (present program)
- (b) Late Immersion - commencing at Grade 6
- (c) Extended Programming - commencing at Grades 7 and 8 to Grade 13
- (d) Core Programming - commencing at Grade 4.

The proposed French programming for the 1980-85 period is delineated on the enclosed chart.





PROPOSED FRENCH PROGRAMMING - 1980-85

|                    | K | 1                                  | 2 | 3                   | 4                   | 5                   | 6 | 7                   | 8   | 9   | 10                  | 11 | 12 | 13                 | Accum'd<br>Hours | Achiev't<br>Hours |
|--------------------|---|------------------------------------|---|---------------------|---------------------|---------------------|---|---------------------|-----|-----|---------------------|----|----|--------------------|------------------|-------------------|
| Core               |   |                                    |   |                     | 30 m.p.d.<br>(12%)* |                     |   | 40 m.p.d.<br>(15%)  |     |     | 40 m.p.d.<br>(15%)  |    |    |                    | 1,110            | Basic             |
| Late<br>Immersion  |   |                                    |   |                     |                     |                     |   | 160 m.p.d.<br>(60%) |     |     | 120 m.p.d.<br>(40%) |    |    | 40 m.p.d.<br>(15%) | 2,310            | Working           |
| Extended           |   |                                    |   |                     |                     |                     |   | 120                 | 120 | 120 | 120                 | 80 | 80 | 80 m.p.d.          | 2,310            | Working           |
| Early<br>Immersion |   |                                    |   |                     |                     |                     |   | 120 m.p.d.<br>(40%) |     |     | 120 m.p.d.<br>(40%) |    |    | 40 m.p.d.<br>(15%) | 5,850            | Optimal           |
|                    |   | 135 m.p.d.<br>(100%)<br>170 m.p.d. |   | 230 m.p.d.<br>(80%) |                     | 135 m.p.d.<br>(58%) |   |                     |     |     |                     |    |    |                    |                  |                   |

\* Percents are approximate only.

- (a) Core programs, Grade 4-8 compulsory for all students.
- (b) Students normally enter early Immersion program at Kindergarten level.
- (c) Students may enter late Immersion at the Grade 6 level at selected schools.
- (d) Extended programs are offered in selected schools at the Grade 7, 8, 9, 10 and 11 levels.
- (e) Students may opt out of the Extended or Immersion programs at any level.

These programs are optional.





THE FOLLOWING REPORT WAS REFERRED BY EDUCATION MANAGEMENT FOR INCLUSION IN THE DOCUMENT SECONDARY EDUCATION IN HAMILTON 1980-1990; AN ADMINISTRATIVE REPORT.

100 Main Street West,  
Hamilton, Ontario.  
1981 02 17

To the Chairman and Members,  
Education Management Committee,  
Hamilton Board of Education.

Ladies and Gentlemen:

Re: THE CONTINUUM K-12, FRENCH IMMERSION

Policy is now in place for the provision of a French Immersion Program from Kindergarten to the end of Grade 8.

It is advisable at this time to make provision, if enrolment warrants it, for a program of French Immersion through secondary school years in order that proper planning and program can precede implementation.

Please refer to the material entitled: Re: The French Immersion Program which was made available to the trustees for the February 1981 meeting of Education Management for details on: the history of the Hamilton program; the guidelines for it; the basic goals of the immersion program; the evaluation of the program to date; the issues surrounding French Immersion and evaluations of the program in the Intermediate Division in Toronto and Ottawa-Carleton.

The following recommendations are respectfully submitted for your approval:

1. That, if enrolment warrants, instructional time be in the proportion of 30% French, 70% English through each of the secondary years (Grades 9-12), effective September 1984.
2. That the following options for immersion at the secondary level be considered, after which a further report will be prepared for your approval:
  - (a) Students would, as a group, attend the most central secondary school and would receive instruction in French in three subjects, one being Français; or
  - (b) Students would be registered at the composite secondary school nearest to Georges P. Vanier and receive instruction in French for 30% of the day at Vanier; or
  - (c) Students would attend Georges P. Vanier, (full French program).

Prepared by: Morgan Kenney, Supervisor of Curriculum & Instruction (Languages)  
Clare McKague, Superintendent of Curriculum & Special Services

Submitted by: Clare McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education





STAFF DEVELOPMENT

Premise: Staff development and teacher re-training must become an even higher priority during the next decade due to changing expectations and the impact of declining enrolment.

In the Blueprint for the 80's, which was developed and presented by the Director of Education and passed by the Trustees of the Board of Education, a basic outline was proposed for the formation of an effective Staff Development Program for all academic personnel under the jurisdiction of the Hamilton Board. The proposal was designed not only to co-ordinate the many in-service training projects already in place in the system, but to assess and give direction for future programs.

It should be recognized that this program must be developed and managed by administration to influence staff behaviour in a positive manner to improve instruction and therefore learning. It encompasses all professional development activities involving teachers and administrators in the system. Individual in-school development and group activities on a city-wide or province-wide basis are included in the program.

The Staff Development Program is based on the fundamental assumption that both the Board and the individual have a responsibility to develop meaningful in-service training in the system. It assumes as well that professionals wish to improve their knowledge and their skills and that they are willing to invest some of their time and money to become more effective in their role. If the process is perceived and accepted by the staff as one of positive professional growth, then there will be a commitment to it. Without this staff commitment, the overall growth aspects of the program will be minimized. In addition, staff development must be perceived by the staff as a priority of the Education Centre administration and that the program is supported by the trustees.

The Superintendent of Operations has been given the responsibility for developing and co-ordinating the Staff Development Program and for facilitating various aspects of the program with teacher and administrative groups Kindergarten-13.

The Staff Development Program for the Hamilton Board of Education should include the following components:

1. A needs assessment to determine long and short term needs with respect to program, training and re-training needs of all staff.
2. Programs to assist staff in areas of personal growth which will lead to better performance of staff in their relationships with students.





3. A leadership training program for those aspiring to positions of responsibility at any level.
4. Programs to update current theory and knowledge in individual subject areas.
5. Programs to illustrate teaching techniques.
6. An on-going pattern of self-evaluation for staff at all levels within the system.
7. A recognized system of staff evaluation including evaluation of administrators to determine where assistance is needed.
8. A meaningful program to provide assistance and direction to a group or an individual once the evaluative assessment is made.
9. An information component to include a professional library and a method of directing staff to information which is available.
10. Development of a bank of in-house experts willing to provide leadership and expertise in particular areas.
11. Workshops for school staffs or for areas on specialized topics.
12. Staff exchanges on an international, national, provincial and system level.
13. An employee assistance program to provide counselling and practical assistance to those who need this help.
14. A method of communicating information on staff development regularly to all staff in the city.
15. A conference, workshop and staff development budget.
16. A full-time co-ordinator to give the program the organization and direction that will be needed for the future.

#### Staff Development Program Up-Date

1. Organization of Staff Development Advisory Committee (STAC)
  - establishment of philosophy for the Staff Development Program
  - needs assessment for the system
  - strategies for the program
  - in-service for the Staff Development Advisory Committee
  - identification of training programs
  - co-ordination and recommendations to Staff Development Committee
  - on-going committee
2. Establishment of the Staff Development Committee (representatives from Supervisors, H.T.F., O.S.S.T.F., Consultants, H.P.A., H.S.S.H.A., and S.T.A.C.)
  - through interviews and a report from the representatives a summary of the plans of the various groups with respect to in-service for the year was determined.
  - set a positive attitude for the Staff Development Program.





### 3. Research and Development

- various conferences, workshops, conventions and visitations to other jurisdictions have been attended by staff to gather information and to develop in-house experts. These have included, in part, programs associated with supervision, student discipline, violence, peer counselling, team building, teacher performance in the classroom, administrative in-service, curriculum implementation and basic and modified student learning.

4. A speaker to provide in-service for Secondary Vice-Principals on evaluation.

5. Dr. Michael Orme from O.I.S.E. to initiate plans for the in-service of principals in carrying out effective classroom observations.

6. Initiation of Staff Development Programs for the following groups:

- (a) Area Superintendents
- (b) Principals - Secondary
- (c) Vice-Principals - Elementary and Secondary
- (d) Supervisors and Consultants
- (e) Department Heads
- (f) Vocational and Academic Assistants.

7. Encouragement, advice and direction to the Elementary School Principals' Staff Development Committee.

### Conclusion:

The Staff Development Program is designed to co-ordinate the various in-service training projects that are already in place in the Hamilton system and to give direction for future programs that will be beneficial to personnel in the 1980's.





EDUCATION FOR THE GIFTED

Premise: There are possibly 750 gifted students in our secondary schools today. They should be given the opportunity (in an educational setting) to reach their full potential. Innovative and imaginative programs for the gifted must be provided by the Hamilton Board if these young people are to attain this potential.

Alternatives:

- (a) "Phase 6" Programs for the gifted at all grade levels should be provided in such core subjects as English, Mathematics, Science, History, Geography. These should be initiated wherever sufficient enrolment would support such programs -- possibly in selected schools.
- (b) "Talented" Programs in the arts could also be offered in selected schools, e.g. Art, Theatre, Gymnastics, etc.
- (c) A "Hamilton School of Science" could operate within one of our present secondary schools for gifted Math and Science students. Staff exchanges with Business, Industry, Colleges and Universities might be considered in such a program.
- (d) "A Hamilton School of the Arts" for gifted or talented students in the arts could be housed in a local school with resident artists, etc. Programs in Drama, Dancing, Music, and Visual Arts would be offered.
- (e) A "Professional Co-Op Program" for those students interested in the professions should be considered. This might be planned for students who have completed or nearly completed the required number of credits for graduation. They would gain greater insight into the operation of a doctor's (dentist's, lawyer's) office for future career consideration.
- (f) Early Identification of gifted and talented students should take place at the elementary school level.
- (g) Financial Commitment by the Board to provide staff, facilities, equipment and supplies for such programs is paramount.

Conclusion:

A variety of approaches can be utilized by the Hamilton Board of Education to provide effective programs for students who are gifted and/or talented.





COMPUTER ASSISTED INSTRUCTION

Premise: The extensive technological changes in the electronics area will necessitate a major expenditure of funds on the part of school Boards to develop effective computer assisted programs and develop skills related to computer concepts and programming.

During the past decade there has been an accelerating change in computer hardware and application in all aspects of commerce and industry. There is no indication of any decrease in the rate of change associated with this technology. The use of computers, robots, and word processing, heralds an entirely new society into which our school children will become working adults. What was once the domain of a specialized group of people, working with large room-sized equipment of astronomical cost, is now within the range of almost all fields of endeavour, on typewriter-sized equipment, costing somewhat more than the average television set. The immediate future talks of satellite equipment, not much larger than a wrist watch, with vocal capacity.

How real is the implementation of the technology? Surely this may be a passing fad? It is the working plan of many large corporations to have more terminals and micro computers in place by 1983 than they now have telephones in their office! One has only to purchase an airline ticket or examine any of the literature associated with the military complex to realize both are entirely managed by computer technology.

The revolution is real! It will require a comprehensive examination of the educational process. The long awaited dream of having an individual teacher for each child is a practical reality. To live in the world of the next few years will require computer literacy. For some, a basic elementary knowledge of what is happening in society. For others, a conversant literacy to enable them to function at a personal level or job-related task where the technology will change. The third level of literacy will be technical proficiency necessary to function directly in a computer milieu.

In the explosion of knowledge, society now possesses a tool which processes and feeds information with incredible speed to a potential user. Its role in freeing man of laborious, painstaking and necessarily accurate information recording, is measured in seconds by computer standards and years by man's labour. What is essential and non-essential in the concept of profitable application of time in the "real world" must be reflected in what is learned and how it is learned in





school. Not only will the mass of information available change, but the ordering of its use. Simulations and duplicators of the out-of-school world can be created, cosmetically adjusted and applied to test or challenge. The computer is a pure instructor insisting on mastery with an infinite capacity to repeat the drill and practice necessary to accomplish its end. Who can estimate the capacity of students to seek the computer as a problem solving tool?

#### Conclusion:

What are the areas of concern? Computer literacy of our trustees, officials, administration, supervisors and consultants must be a high priority. The decisions made on purchase application and implementation must be done from knowledge. Acquisition of equipment must be liberal enough to provide experimentation and sufficient opportunity for familiarization that some target date is possible to attain. There must, however, be sufficient restraint that an orderly, planned process is possible. The fine line between inhibition and liberal folly in exploring educational and administrative applications must be monitored with care. The training of teachers is critical. Encouraging the creative pedagogical mind must be a high priority. The teachers must realize that the process is in earnest and they too can see the plan of literacy and implementation is achievable. Pilot projects should be designed to explore the obvious links with A-V devices such as television screens (the present experimentation with telidon being an example). These projects should enable some valid judgments regarding grade level, types of equipment and best utilization of personnel to explore the impact of this technology in the schools of Hamilton.





FAMILY OF SCHOOLS

Premise: During the 80's, every effort must be made to maximize the benefits from the resources, both physical and human, that are available. The family of schools, which is designed to facilitate K-13 integration, continues to be the most effective organizational unit for meeting these continuing demands.

Curriculum

Different areas of the city warrant a fair measure of latitude in the field of curriculum in order to meet local needs.

Furthermore, liaison between the secondary composite school and the feeder elementary schools, is important particularly in sequential subjects such as Mathematics, Science and English which are facilitated by the family of schools organization. Contact between the respective staffs of the elementary and secondary school in any given subject makes for the smooth transition of the students through the intermediate grades, avoiding both gaps of knowledge and skills and duplication of subject matter.

Resources

The family of schools model facilitates relations between teachers at the Grade 5-6 and the Grade 8-9 interfaces, with the possible sharing of specialized equipment and human resources. Hence, duplication of expensive equipment is frequently avoided.

As courses of study change, frequently surplus equipment is readily moved from one panel of education to another, in keeping with the demands of Ministry guidelines.

In-Service

Up-grading of teachers in various subject areas outlining across panel designations is possible and desirable through the family of schools unit. Such a practice will foster a greater degree of liaison and camaraderie in the family context as compared to the city-wide application of in-service.

Special Needs

The family, embracing a limited geographic area and a relatively small number of schools, is quite manoeuvrable in ferreting out special needs. Following special needs analyses, remedial action by the diagnostic remedial resource team or an ad hoc team geared to cope with the need or the problem is readily made possible.





Conclusion:

The family of schools concept allows for the differences which exist from area to area and from school to school. It also allows for decision-making to take place as close as possible to the students to be affected and provides for meaningful input from teachers and principals.





COMPOSITE SECONDARY SCHOOL STUDY COMMITTEE

INTERIM REPORT #2





COMPOSITE SECONDARY SCHOOL STUDY COMMITTEE

INTERIM REPORT #2

CONTENTS

1. *S.S.S.C.'s introduction*
2. *New Directions for Curriculum Organization*
3. *Guidance Services*
4. *Gifted Student*
5. *Practical Education - Co-op & Technical*
6. *Physical Education, Fitness & Interscholastic Sport.*



## INTRODUCTION

The Secondary School Study Committee was formed in January 1980, by the Hamilton Secondary School Headmasters' Association at the request of A.J. Krever, Director of Education.

The committee studied the terms of reference provided by the Director of Education. In preparing Interim Report #1, the following terms were examined:

- (a) enrolment projection
- (b) individual school enrolment projections
- (c) Grade 13 schools

The committee recommended the retention of the neighbourhood community composite schools and supported the Grade 13 school concept. However, if economic and/or accommodation conditions necessitate the closing of a school or schools, the committee recommended the closure of Grade 13 school(s) and the return of students to their community composite secondary school. At present, the trustees are wrestling with this accommodation question.

At the same time as the 1st Interim Report was being prepared, the umbrella committee organized several sub-committees to study some of the other terms of reference. These sub-committee reports have been received and dealt with by the umbrella committee and form the basis for Interim Report #2.

The umbrella committee commends the various sub-committee chairmen and members for their excellent reports. Much thoughtfulness, dedication, and concern has been reflected in their reports.

Sub-committees are continuing to study such topics as  
- Acceleration, Work Experience Programs, and Staff Development.  
Interim Report #3 will include reports on these topics as well as  
others.

The Hamilton Secondary School Headmasters' Association has  
welcomed the opportunity for input for our schools in the 1980's.  
Our recommendations hopefully reflect the changing times and  
needs of students in a secondary school environment.

Respectfully Submitted,

R. A. Kennedy  
Chairman, S.S.S.C.

/id



HAMILTON HEADMASTERS' SECONDARY SCHOOL STUDY COMMITTEE

Report of the Sub-Committee

to

Explore New Directions for Curriculum Organization

Committee Members

Ed Mallard

Norm Maxwell

Dave Plant

Al Stockwell, Chairman

October 2, 1980

## *THE COMPOSITE SECONDARY SCHOOL CURRICULUM COMMITTEE*

### *Role and Responsibilities - Curriculum Monitoring and Modification*

*This report deals only with the role of the Composite Secondary School Curriculum Committee. We recognize the importance of close cooperation and good communication among the three curriculum committees -- elementary, vocational secondary, and composite secondary.*

*This committee feels that the Composite Secondary School Curriculum Committee should act in an advisory capacity, at the direction of the Superintendent of Curriculum and Special Services, to monitor curriculum modifications.*

#### *1. Expectations*

*It is the expectation that the curriculum committees will develop or approve a long-range plan related to curriculum development and implementation (K-13) in accordance with Ministry Education guidelines.*

*It is the expectation that the curriculum committee will formulate specific recommendations to be forwarded to the Academic Council through the Superintendent of Curriculum and Special Services.*

*It is the expectation that the Area Superintendent and Principals, assisted by Subject Supervisor, will monitor all courses and curriculum to determine that the following criteria are addressed:*

- (i) the course fills a need within the system*
- (ii) there is an adequate rationale for the new course or curriculum*
- (iii) specific objectives and expectations are outlined clearly*
- (iv) suggestions re teaching strategies are appropriate*
- (v) an effective evaluation component has been developed.*



The Area Superintendent, Principals and Subject Supervisors will also assess for each course its impact on the system; its priority in relation to other programmes. They should also consider any other areas which would appear to be appropriate.

It is the function of the curriculum committee to assist in the above responsibilities and to provide specific advice when requested on such matters as:

- (i) experimental courses
- (ii) core curriculum
- (iii) specific programs
- (iv) school organization (major changes)
- (v) courses new to the system
- (vi) permanent deletion of courses
- (vii) expansion of programs
- (viii) new programs

## 2. Curriculum Committee Structure

The following curriculum committee structure is recommended:

- (i) Chairman - Superintendent of Curriculum and Special Services
- (ii) Superintendent of Education (Personnel)
- (iii) Secretary - Administrative Assistant to the Superintendent of Curriculum and Special Services
- (iv) Four Composite Secondary School Principals
- (v) Two Composite Secondary School Vice-Principals
- (vi) Two Subject Supervisors
- (vii) One Guidance Counsellor
- (viii) One Secondary School Teacher

It is recommended that this committee have the power to add Vocational or Elementary representatives as agenda items dictate.

The Secondary School Curriculum Committee should meet one morning per month or at the direction of the Superintendent of Curriculum and Special Services.

3. Distribution of Minutes

*Minutes of the Secondary School Curriculum Committee should be distributed to the following:*

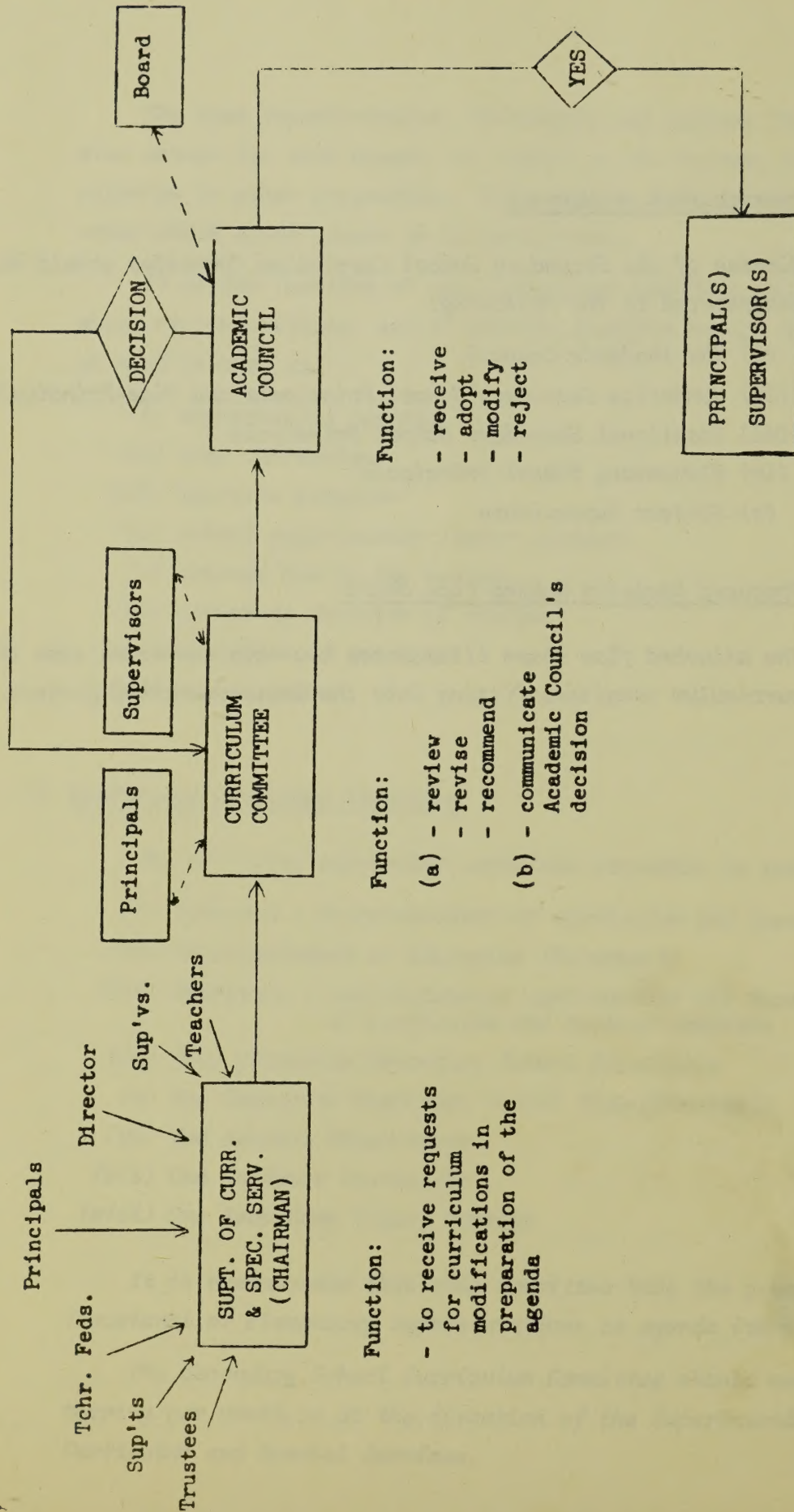
- (i) The Academic Council*
- (ii) Composite Secondary School Principals and Vice-Principals*
- (iii) Vocational Secondary School Principals*
- (iv) Elementary School Principals*
- (v) Subject Supervisors*

4. Proposed Decision Making Flow Chart

*The attached flow chart illustrates how this committee sees the curriculum committee fitting into the decision making process.*



# PROPOSED DECISION MAKING FLOW CHART - SECONDARY (COMPOSITE) SCHOOLS



- Supt(s) of Pr...

TO: COMPOSITE SECONDARY SCHOOL STUDY COMMITTEE

FROM: SUB-COMMITTEE ON GUIDANCE

COMMITTEE MEMBERS

|                |                       |              |
|----------------|-----------------------|--------------|
| Lee Aurini     | - Counsellor          | - Scott Park |
| Ron Evans      | - Head of Guidance    | - Westmount  |
| Megan Lawrence | - Vice-Principal      | - Delta      |
| John Laxton    | - Principal           | - Sherwood   |
| Dave Lowden    | - Vice-Principal      | - Sherwood   |
| Al Shupe       | - Guidance Supervisor | - Ed Centre  |

ENCLOSURES

1. Report of the Committee
2. The Position Paper on School Guidance Services prepared for the Canadian School Trustees; 1980
3. Group Guidance Course - Sir Winston Churchill
4. Life and Career Planning Seminar - Scott Park
5. Screening Program for Students with Learning Problems - Westmount
6. Responses of Principals to a Questionnaire on Guidance Problems.



TO: COMPOSITE SECONDARY SCHOOL STUDY COMMITTEE

FROM: SUB-COMMITTEE ON GUIDANCE

*Report of the Hamilton Secondary School Headmasters' Committee on Guidance.*

*The Committee has met on six occasions on the following dates:*

*March 13, May 9, May 16, June 2, June 16 and September 26.*

*An interim report was presented to the Headmasters' Committee by Mr. Lowden on May 30, 1980.*

Progress Report

*The following report covers the progress of the sub-committee on Guidance.*

1. *We recommend that counsellors give high priority to career education programs and career counselling.*

*Considering the economic conditions in Canada today and the ever-changing job market, it is understandable that concerned groups and individuals are recommending that schools develop more programs to help young people prepare for the future.*

*The Position Paper on School Guidance Services prepared for the Canadian School Trustees Association, 1980, (enclosure), states that one of the major priorities of guidance is career education from K to 13. This view is shared by counsellors and principals alike. We also believe that providing career education is the responsibility of all staff. Teachers have a role to play by introducing career information and ideas into their subject matter. School staffs are now in a position to develop more effective career education programs than ever before because of increase in resources available.*

2. *We recommend that counsellors state clearly what services they can and cannot provide in the area of career education.*



To meet the need and demand for increased emphasis on career education, a number of programs have been developed in schools to assist students to become aware of careers, to carry out a job-search and to make their own career decisions. In addition to individual career counselling, some of the programs being used are as follows:

- The Student Guidance Information Service provided by the Ministry of Education is being used in all secondary schools and is being further utilized.
- The Vocational Interest Survey Programs initiated by the Ministry over the past two years is available and is being utilized more and more each year.
- Mini Courses have been developed by Guidance departments to provide for group instruction (enclosure).
- The Career Day sponsored by the Junior Chamber of Commerce has been supported by Hamilton Schools.
- Schools do invite people from business and industry to speak to students.
- The World of Work Courses at Hill Park and Westdale.
- Resource material on careers is available to students in all schools.
- Information Days are now offered by Mohawk College.

3. We recommend that principals provide time for group work in Guidance as required for orientation, career information, testing, etc., and that they make all the administrative arrangements.

Guidance counsellors are understandably reluctant to ask for more time from department heads to expand their group work programs (overlay method of scheduling).

However, guidance staffs will need more time in the schedule if they are to expand group work programs for all students.

We understand that there are courses being developed by the Ministry of Education which could be obligatory. If this is so, when they are available to schools, time will have to be found for their implementation.



Credit courses in guidance or voluntary participation in mini courses during the noon period are alternative ways of offering career information but these programs usually involve few people compared to the total population of the school.

4. We recommend that the ratio of students to counsellor be improved in order to provide sufficient time for personal counselling, and program counselling and group work.

We believe that individual counselling is the most important service provided by the Guidance staff. Each student is unique and needs some individual time with an adult who has the time and interest to discuss his or her concerns.

Personal counselling is a part of this function. Counsellors should initiate, if the student does not, discussion concerning program choices, academic achievement, skills of coping and of being responsible. Students also need to become aware of the value of involvement in a variety of activities in order to discover their own strengths and interests.

The majority of principals in a recent questionnaire said that they would like to see the ratio lowered. To meet the needs and expectations of the 1980's, we believe that the board should be aiming at a ratio of 1:280.

Guidance staffs should be not required to take on additional responsibilities such as co-operative education with no increase in guidance time.

5. We recommend that guidance staffs be provided with greater opportunities to establish contact with people in business, industry and education.

We believe that guidance counsellors would benefit from visiting work situations during examination periods. Business and technical teachers have benefitted from such programs in recent years.



It may be desirable for the Board to support in-service training programs designed to keep counsellors informed about changes in the world of work and how these changes might affect students. To be effective such a program should be coordinated and/or supervised by the Supervisor of Guidance Services or his delegate. We believe that counsellors should be encouraged to develop a very close liaison with organizations such as the Industry-Education Council of Hamilton-Wentworth and Canada Employment and Immigration Commission.

6. We recommend that the Supervisor of Guidance Services and his staff consider establishing a core group testing program involving the assessment of interests, aptitudes, abilities and achievement.

Also, we recommend that staff develop a list of optional tests from which counsellors could select to meet the needs of individual students. We believe that parents and staff should be aware of the testing program in the school.

7. We recommend that teachers, parents, and the community at large be made more aware of the services provided by the guidance counsellors.

Greater awareness may be achieved through activities such as Parents' Nights, Department Meetings, Staff Meetings, Career Education Nights, Career Days, and Community Meetings. We see a need for a pamphlet for Grade 9 students and their parents that will outline the various priorities and services of Guidance. Parents need to know about Guidance Services provided by the school and be brought into the decision-making process with their children.

8. We recommend that each guidance department forward information on innovative programs to the Supervisor of Guidance for distribution to all schools.

Two examples of such innovative programs are:

- (a) A Life and Career Planning Seminar will be offered to students at Scott Park on a voluntary basis at noon hour over a three-week period (enclosure).



(b) The Screening Program at Westmount to identify and meet the needs of students with learning difficulties (enclosure).

We believe that there will be a beneficial and positive effect on guidance services through the sharing of ideas.

9. We recommend that the Hamilton Counsellors' Association be involved as fully as possible in the implementation of whatever recommendations concerning Guidance Services that may result from the work of the Secondary School Study Committee.
10. We recommend that one member of the Secondary School Curriculum Committee be appointed from the Secondary School Guidance staffs of the city.

Hamilton Secondary School Headmasters' Association

Composite Secondary School Review

Gifted Education Sub-Committee

FINAL REPORT

OCTOBER, 1980

Committee Members

Mr. R. W. Binns, Supervisor of Science (Chairman)  
Mrs. E. Collins, Enrichment Coordinator (Secretary)  
Mr. W. B. Dalgleish, Special Needs Task Force  
Mr. J. Henry, Glendale Secondary School  
Mr. O. R. Reynolds, Westview Public School  
Mr. D. A. Roppell, Westmount Secondary School  
Mr. J. D. Watson, Westdale Secondary School



## P R E F A C E

This document represents the distillation of hours of investigation, interviewing and deliberation concerning the secondary education of gifted students. Each committee member (see attached) committed substantial amounts of time to this task and each recommendation and strategy was developed after consideration of its educational value as well as its feasibility for implementation.

Education for gifted children is a controversial subject among educators. Simply identifying the need for special provisions points out a weak point in the educational process and educators are sensitive to any such criticism. But why should they be? They are part of a "mass education system" and the degree to which they develop quality learning in a quantity-oriented environment is outstanding. Nearly 90% of the population is provided with more than adequate education. Quality producers of silicon "chips", hamburgers, and automobiles cannot meet such performance criteria -- why should teachers expect the perfection of model technological processes in an environment over which they have little absolute control. Our focus in this study is upon a group contained within that other 10% and it is a group composed of individuals who appear to be "normal" and therefore, are frequently ignored by the system.

Individual teachers cannot ignore exceptionally bright children but an education system (which is designed for the bulk of normal children) can ignore them. If the system provides little incentive for teachers to deal with an exceptional group then its effect is as strong as a policy against that group. Most teachers have found that those hours spent outside of the normal school day, those special programs of individualized study, those double and triple lesson plans to deal with ability groups, those hours of counselling individuals during "preparation periods", etc., are met with no reward from the system and even negative pressure from peers who have long-since given up.

Attempts to influence individual school administrators and teachers will not be successful if system policies do not explicitly encourage the recognition of this special group, identification of its needs, provisions for satisfying those needs and rewards to the professionals working in this area. Therefore, let it be said at the outset, that if this report is to have any effect whatsoever then each of the following conditions is necessary:

- that the board adopt as a major objective the "special" education of gifted children.
- that the board designate special funds toward the development of gifted education programming and instruction.
- that these funds be sufficient enough to provide full-time psychological and curriculum support personnel to meet this population.
- that these funds also be sufficient enough to provide special resource teachers to instruct these students.

Anything less than an acceptance of these four conditions is explicit denial by the system of the "special status" of this group and will result in little change from the present status quo. There are between 2000 and 2500 gifted children in the Hamilton Public School System who hunger for an "equality of opportunity" to develop their individual potential. The decision to provide that right resides with our trustees. This preface reflects the feelings of the subcommittee chairman.



C.S.S. GIFTED EDUCATION SUB-COMMITTEE

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Eileen Collins (Secretary)

Wayne B. Dalglish

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## R E C O M M E N D A T I O N S

We recommend that:

1. the Board of Education for the City of Hamilton re-affirm its recognition of the special needs and requirements of gifted children.
2. the Board recognize the education of the gifted as an area of Special Education, and that a representative portion of the grants for Special Education be directed towards the education of the gifted.
3. a full-time gifted education consultant, responsible to the Superintendent of Curriculum and Special Services, be appointed.
4. an identification procedure be established by the Psychological Services Department that will be applied continuously and consistently throughout the system (JK-13).
5. following identification, provision for gifted students be made in each neighbourhood composite secondary school and that the school policy concerning the education of gifted children be developed, adopted and published.
6. liaison be established with universities and colleges to create opportunities for students to take part in enrichment programmes at the tertiary level.
7. a component for gifted students be written into the curriculum of all subject areas, at all grades.
8. a resource teacher be appointed on a half-time basis in each of two Areas to co-ordinate pilot programmes for gifted education.
9. Research Services collect data concerning the learning capacity of our dropouts on an annual basis, and provide this information to the secondary principals and to the gifted education consultant.
10. the Director should investigate, or cause to be investigated, a study of the existing alternative schools (i.e. Halton, Etobicoke, Cool School) with a view to developing alternative approaches into our system.
11. schools should be encouraged to make provisions that will allow students to pursue their special interests and talents outside the system.
12. evaluation procedures of enriched level programs be consistent with advanced level programs.
13. the elementary school should be encouraged to direct selected gifted students to suitable programmes in the secondary school, not for credit, but as a learning/enriching experience.
14. teacher in-service programmes concerning the identification, special needs, and programming for gifted youngsters be developed and administered.



STRATEGIES TO SUPPLEMENT OUR RECOMMENDATIONS

1. Within classes, within subjects and among classes of the same level, special grouping, independent study or withdrawal programmes should be formed around the enrichment component of the curriculum.  
(Recommendations 7, 11)
2. The school policy regarding the education of gifted children should include statements concerning curriculum, selection of students and special programmes, and should be consistent with the board policy and recommendations (once established).  
(Recommendation 5)
3. "Special" programs of an inter-disciplinary, academic, professional, business, or technical nature in an independent research, internship or co-operative education fashion, should be available to gifted students.  
(Recommendations 5, 7, 8)
4. In each school, a committee for the gifted, consisting of one member from each department, should be formed. This committee will co-ordinate and implement programmes for the gifted, on an individual, group or class basis, and develop inservice for teachers so that they may be able to better identify and educate gifted children.  
(Recommendations 5, 7, 9, 14)
5. The teacher should be encouraged to use a blend of approaches when working with each gifted youngster in a given school year. These may include co-operative group activities, individualized instruction, guided independent study and interdisciplinary studies.  
(Recommendations 7, 8, 14)
6. At promotion meetings Grade 8/9 the elementary school should make recommendations to the secondary school re those students who are gifted (academic, artistic, physical). This information should then be presented to all appropriate teachers so that an early involvement can be made with these students in the secondary programme.  
(Recommendations 4, 12)
7. A "directory" of parent/community volunteer services could be compiled to serve as a resource to those schools and/or teachers seeking out of classroom experiences for their gifted students.  
(Recommendation 10)
8. (a) When the board has designated special funds toward the development of gifted education programming and instruction and, when schools are establishing a Committee for the Gifted, a significant amount of time will be required to chair this committee, design and implement programmes and work with individual students, therefore one teaching line per school should be allowed for the person who is chairing the committee for the gifted, during the preparation period, not to exceed one school year (one teaching line per school above the loading factor).  
(Recommendations 1, 2, 5, 8)  
  
(b) If provision is made by utilizing 6 level courses, such courses should be available only to truly gifted students, and allowance in the staffing formula for schools similar to remedial should be made to accommodate the smaller numbers necessary in such courses.  
(Recommendations 2, 5, 7)



C.S.S. Gifted Education Committee

POSITION PAPER

Identification

No identification procedures can guarantee that all gifted students will be recognized, but a systematic procedure which is undertaken by properly trained and interested educators will assure that the number overlooked is minimal.

It is vital that teachers be made aware of qualities and characteristics commonly displayed by gifted students. This may be achieved through in-service sessions which train teachers to recognize behavioural characteristics which properly assist with the identification process.

Very little has been written about the identification of gifted students at the secondary level. It seems to be assumed by researchers and authors that students will be recognized as gifted in their early school years, and that this recognition will follow them throughout their school career.

Therefore it is recommended that:

- (1) an appropriate identification procedure be adopted by the board and implemented at the Kindergarten/Grade one level
- (2) all teachers be made aware of the board's identification procedures so that they can initiate an investigation of any student who may have been overlooked in previous years, for whatever reason
- (3) each year, information about gifted students be communicated to all educators who will be responsible for their instruction
- (4) the initial screening process include a variety of methods such as
  - (a) group I.Q. tests
  - (b) achievement tests
  - (c) creativity tests
  - (d) teacher observations
  - (e) parent observations
  - (f) past performance
  - (g) peer observations

Outstanding ability in any one area of the screening procedures should be used as an indication that further investigation is warranted for the student concerned.

Following initial screening an individual case study should be undertaken and should include as much information as possible concerning the abilities, talents, interests, accomplishments and needs of each student. At this stage, interviews with students, parents and teachers should be held and an individual I.Q. test must be given.



TERMS OF REFERENCE AND STUDY PROCEDURES

(i) Purpose:

To study the needs, programs and provisions for gifted, talented or bright students in our composite secondary schools and make recommendations which will ensure that, in the inevitable changes created by new societal expectations and declining enrolment, the special needs of gifted students get recognition, understanding and special provisions made to meet those needs.

(ii) Time-Line:

1980 04 23 to 1980 10 31

(iii) Objectives:

To investigate:

- |                                                                       |                                                  |
|-----------------------------------------------------------------------|--------------------------------------------------|
| - Acceleration                                                        | - Career Education, Co-op Education, etc.        |
| - Enrichment                                                          | - Flexible Timetabling                           |
| - Segregated/Congregated Classes                                      | - Interdisciplinary Courses                      |
| - Withdrawal Programs                                                 | - Clustering & In-School Grouping                |
| - Homogeneity/Heterogeneity                                           | - Talented vs. Gifted Students                   |
| - Mentor Programs                                                     | - Teacher In-service                             |
| - Forms of Exceptionality Other than Intellectual                     | - Student Selection                              |
| - Interface between Elementary/Secondary/Tertiary Levels of Education | - Internship Programs                            |
| - Alternative Schools                                                 | - Independent Research                           |
|                                                                       | - Parent/Community Volunteers                    |
|                                                                       | - Any other provisions which appear advantageous |

(iv) Strategies:

1. Study literature/research which is available.
2. Investigate present provisions in our schools.
3. Design and administer a questionnaire to the top eight students of each grade in five secondary schools (Westmount, Scott Park, Barton, Westdale, H.C.I.).
4. Invite "experts" to address committee (e.g., subject specialists, alternative schools personnel, alternative program personnel, gifted students, talented teachers, administrators, etc.).
5. Establish consensus on appropriate approaches/recommendations.
6. Investigate programs in other boards.
7. Suggest models, strategies and avenues of exploration for follow-up.
8. Provide a bibliography and a list of resource personnel.



(v) Some Initial Observations:

1. The future of grade 13 will have a significant effect upon our recommendations.
2. The following elementary school concerns have an influence on our task:
  - the introduction of junior kindergarten
  - early identification programs
  - changing acceleration policies
  - changes in the senior elementary enrichment program.
3. Streaming, timetabling and semestering could have significant effects upon the provisions made to meet the needs of bright youngsters.
4. Ministry of Education policies on Mandatory Special Education and Funding could have significant effects.
5. The degree to which alternative schools/programs are permitted in individual schools could be a significant factor affecting implementation of special provisions for gifted/talented students.
6. Since individualized instruction is a prerequisite to providing for the needs of any group identified because of special needs; class size, cost and public support become significant problems.
7. The attitudes of educators (teachers and administrators) towards gifted/talented/bright youngsters is critical to our success in providing for them.

(vi) Some Initial Student Queries: (from questionnaire)

1. "Why does the school assume that every kid requires 40 minutes a day in every subject?"
2. "Why are the grades 9/10 years so fully "locked in"?"
3. "Why aren't some teachers more understanding about what I can do?"
4. "Why can't we move through courses at our own speed more often?"
5. "How about periods of variable length (shorter or longer), choosing our own teacher and more project work?"
6. "I wish teachers would please change their classroom routines."
7. "Couldn't we finish the mandatory subjects faster and move on to more interesting things?"
8. "Could we be involved in planning what is taught in our courses?"



STUDENT QUESTIONNAIRE

Acceleration

1. have you ever accelerated (skipped a grade) or failed a year?
2. would you like to be given the opportunity to obtain a Graduation Diploma earlier?

Enrichment

3. were you in the grade 7 or 8 enrichment classes?
4. were you given the opportunity to go into the enrichment class and refused? Why?
5. would you like to be given the opportunity to take more credits in each school year?

Extra-Curricular

6. are you getting enough out of extra-curricular activities so that the regular programme does not need to be enriched?
7. can you suggest other extra-curricular activities of which you would take advantage if they were available?

Peer Pressure

8. do other kids give you a hard time because you do well in school?
9. is there a lot of competition to do well academically among students in your classes? Is this different for boys and girls?

Mark Orientation

10. which is more important, a high mark or a satisfying course?

Enrichment Courses

11. would you take enrichment courses if they were offered in most subjects? Which subjects? If no, why not?
12. if you have taken enrichment subjects, are they satisfactory?

Likes/Dislikes

13. which subjects do you like best? Least?

Travel

14. would you be willing to travel to another city school for special programmes? (H.C.I. - do you regret having travelled)

Ideal

15. in your mind, what would be the ideal programme for bright students in secondary school?

Bridging

16. should a capable student be allowed to take courses beyond his present grade level in chosen subjects?

Co-op

17. if a credit was available for working outside the school would you take advantage of the opportunity? In what way?

Subjects

18. are the subjects you are now taking challenging?
19. are you taking any open-level or general level courses? If yes, are they challenging?
20. would you like to be involved in the planning of your courses? In what way?
21. have you any comments that you would like to add to what has already been said?



C.S.S. Gifted Sub-Committee

GENERAL SUMMARY OF STUDENT QUESTIONNAIRE

Total Kids  $33 + 29 + 32 + 32 =$  126 Kids (9-12)

Four Schools - Barton  
- Scott Park  
- Westdale  
- Westmount

1. 48 accelerated at least once (38%) (2 failed).
2. 77 would like possibility of accelerating in secondary school (61%).
3. 70 were in our grades 7/8 Enrichment classes (56%).
4. A few of those who did not attend enrichment classes were given the opportunity but refused because of a variety of reasons (distance, new school, parents, too little structure).
5. 45% would like the opportunity to take more credits in each school year.
6. 65% believe that extra curricular activities are enriching.
7. Other extra-curricular activities which they would like to see are:
  - Scuba Diving
  - Model Building
  - Debating
  - Junior Hockey
  - Sewing
  - Electrical/Electronics
  - Karate
  - Girls Soccer Team
  - More Swimming
  - Creative Writing & Poetry
  - Out-of-School Trips
  - Arts Club
  - Language Clubs
  - Typing/Art for Interest Courses
  - European Handball
  - Choir
  - Badminton/Tennis
  - Girls Softball
  - Waterpolo
  - Houseleague baseball
  - Jazz Band
  - Computer Clubs
  - United Nations Club
8. Less than 13% felt that their high achievement was resented by others -- most felt that teasing was friendly.
9. Academic competition seemed to vary between classes and grades - can't generalize. Does not seem serious.
10. 77% felt that a satisfying course was more significant than a high mark.
11. 84% would take enrichment courses if they were offered in most subjects -- favoured courses varied.
12. Only one school offered enrichment courses (English and Math) and all of the selected students were in one/the other or both -- they also felt they were satisfactory.



13. There was no correlation between brightest students and favourite subjects/disliked subjects.
14. 47% of these students indicated that they would be willing to travel to another school for special programs.
15. Student suggestions for programs for bright students included:
  - Enrichment by subject.
  - Better teacher attitudes.
  - More individualization.
  - Congregate bright students.
  - More interesting projects.
  - Tutor system -- work at own speed.
  - More use of computers.
  - Smaller classes.
  - Shorter periods (too much wasted time).
  - More activities and concrete experiments.
  - Higher standards for advanced courses.
  - Take general students out of advanced courses.
  - Freedom of choosing subjects.
  - Optional final examinations.
  - Recommendation marks.
  - Reaching-up or acceleration.
  - More "6" level classes in other subjects.
  - Career specialization courses other than technical
  - Finish individual courses quicker.
  - More theory.
  - Choose own teacher
  - Continuous progress.
  - More independences, free attendance.
  - Special courses.
  - Less theory.
16. 93% stated that capable students should be permitted to reach up and take courses beyond present grade level in selected subjects.
17. 88% would take advantage of a co-op education course if it were suitable ... fields of endeavour listed were:

|                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>- Law</li><li>- Technical</li><li>- Language</li><li>- Recreation</li><li>- Science</li><li>- Medicine</li><li>- Accounting</li><li>- Early Childhood Education</li><li>- Music</li></ul> | <ul style="list-style-type: none"><li>- Business</li><li>- Fashion Arts</li><li>- House of Commons Page Boy</li><li>- Museum</li><li>- Social Work</li><li>- University</li><li>- Hospital</li><li>- Translation Work</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
18. 46% stated categorically that their present subjects were not challenging.
19. 86% were taking at least one "open" level or "general" level course - most are not challenging.



20. 76% would like to be involved in the planning of their courses by the following ways:

- choose elective topics
- establish relevance
- individualize courses
- speed-up course completion
- discussing which are priority topics
- establishing marking scheme
- choose teachers
- choose areas to be studied
- screen-out undesirables or slow students
- group discussions
- increasing relevant topics
- revising course outline
- co-operative planning with teacher
- career-oriented planning
- explaining our needs to teacher
- choose debate topics in History
- input into choice of texts
- suggest methodologies
- start where we are with what we know.

General Comments:

- Tech Specialization earlier.
- Fewer open courses.
- Need stricter teachers.
- Please choose teachers who understand students.
- Concerned about being treated differently.
- More individualized programs.
- Need schools of all types.
- Improve the 8 to 9 interface.
- Business specialization earlier.
- Improve communications.
- School is boring (classes not interesting).
- Gaps in knowledge.
- Too many exams.
- Advanced classes too large and contain people who don't belong.
- We need to sharpen our mental abilities.
- Courses need to be practical.
- Too much difference between grades 11 and 12.
- More "6" level courses needed.
- More technical subjects in 9 and 10.
- Open level classes should have enrichment components.
- Smaller classes to meet needs.
- Choose teachers of enrichment classes carefully.
- Complaints about teachers should result in action.
- Too much repetition in some subjects.
- The teacher makes the difference.
- Teachers teach to lowest common denominator.
- Teachers don't try to get rid of personal boredom.
- Would like to have grade 13 in our school to finish earlier.
- Want recommendation marks to be exempt from exams, suggest 80%.
- Don't like being labelled.
- Daily work should count for more.



- Don't want to be treated differently.
- Want co-ed phys-ed.
- More phys-ed facilities.
- Should be special schools for bright kids.
- More natural and environmental science courses.

GIFTED EDUCATION RESOURCE PERSONNEL - OTHER BOARDS

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## SUB-COMMITTEE

ON

### PRACTICAL EDUCATION

COMMITTEE MEMBERS:

- B. Brace - Technical Supervisor
- R. Harkness - Business Supervisor
- A. Jeffrey - Vice-Principal, Hill Park
- E. Knott - Program Co-ordinator
- J. O'Connor - Co-op Co-ordinator
- R. Philip - Executive Director of Industry Education Council
- M. Sager - Principal, Briarwood
- P. Simpson - Vice-Principal, Barton
- R. Williamson - Vice-Principal, Westdale
- W. Woodland - Administrative Assistant, Director
- D. Thorne - Vice-Principal, Churchill (Secretary)
- F. Kelly - Administrative Assistant, Operations

#### COMMITTEE GUIDELINES:

- (i) To investigate the advisability of reintroducing the advisory Vocational Committee concept in Hamilton.
- (ii) To investigate the present Co-op program - its scope, teacher involvement, extension of the program.
- (iii) To investigate the Linkage program and its application in Hamilton.
- (iv) To study apprenticeship opportunities and the relevance of our present high school courses to apprenticeship training.
- (v) To study the structure and functioning of work experience programs now in place and make recommendations.
- (vi) To examine present programs of career awareness for our students and to make recommendations in this area.
- (vii) To make recommendations in the general areas of Business and Technical education.

#### PROGRESS OF THE INVESTIGATION

The sub-committee met eleven times between April and November and has concluded discussions on the advisory Vocational committee, the Co-op program, Business education and Technical education. Recommendations concerning Co-op education, Business education and Technical education follow.



The following recommendations are made with regard to Co-op Education:

1. That the funds for a Co-op Education staff be made available when present Provincial funding expires.
2. That the Board of Education retain a centralized Co-ordinator and office staff.
3. That administrators take the possibility of an expanded Co-op Education programme into consideration when organizing the schools' general timetable and period schedule.
4. (a) That in order to effectively supervise students participating in the Co-op Education programme, teachers should be assigned using the ratio of one full-time teacher for the equivalent of every 40 students registered in the programme, and that these teachers be outside of the school's staffing formula.  
  
(b) That where numbers of Co-op Education students within a given school permit, the teaching line or lines should be assigned internally to people from appropriate subject areas within that school. Such a teacher assigned should be outside of the normal staffing ratio of that school.  
  
(c) That the central office Co-op teaching staff should contain a cross section of subject expertise to provide appropriate knowledge for supervisors.
5. That where there are a large number of Co-op Education students in a given school, the Guidance Department's teacher-student ratio be improved in order to compensate for the additional counselling load.
6. That the "World of Work" Course instituted in September, 1980 be reviewed and evaluated by the Secondary School Curriculum Committee in terms of expansion to other schools.

7. That the Board strongly consider, as resources become available, to expand the Co-op Education programme in the near future to try to meet the following needs:
- a) an adult programme
  - b) a special 5th year programme
  - c) evening Co-op Education counselling
  - d) professional development and in-service session for Co-op Education programmes
  - e) a drop-back Co-op Education programme
  - f) teacher work experience

NOTE:

1. It is suggested that the implications of these Co-op Education recommendations be examined further by Vocational School principals and teachers involved, in terms of how they might affect Vocational School programmes.



HAMILTON BOARD OF EDUCATION

A SUBMISSION OF RECOMMENDATIONS RELATIVE TO "TECHNICAL EDUCATION"  
BY THE SUB-COMMITTEE ON "PRACTICAL EDUCATION"

---

(November, 1980)

The "Practical Education" sub-committee is firmly committed to the concept that vocational education is a vital component in general education and strongly supports the exploration of technical subjects in the junior years of secondary school, especially grade 9. A number of preliminary concerns should be noted.

- (i) The Committee believes that declining enrolment has many implications which go far beyond the immediate stresses now being experienced in our schools:
  - (a) Many students stay in school because of the vocationally-oriented courses that are there for them to take. Course relevance in the eyes of students should be a matter of concern to all educators.
  - (b) Just as declining enrolment has a message for colleges and universities, industry and business should be aware that the pool of potential employees among youth is shrinking drastically.
- (ii) The committee senses with concern that the general level technical courses in the secondary courses are attempting to serve an increasingly widening intellectual range of students and suggests that it is increasingly difficult to meet the needs of such a diverse client-body. This situation raises questions at both the advanced and basic level.
- (iii) The committee supports the concept of broad exploration of non-core subjects by students in grades 9 and 10 including the technical and business areas.
- (iv) The committee believes that a clearly defined program of career awareness should be established in secondary education, and that serious consideration should be given to instituting a career awareness continuum throughout the elementary years. This matter is referred to the Guidance Services Committee.
- (v) The committee is strongly supportive of the concept of trade up-dating through work experience for technical teachers, a matter for consideration under "Co-operative Education and Work Experience".
- (vi) The committee believes that full technical programmes should be maintained in all composite schools at this time. Consolidation of programmes into particular schools should occur only after the viability of particular courses is determined through monitoring enrolment over a reasonable period of time.
- (vii) The committee urges that ways and means be investigated to eliminate the penalization by some teachers of students who participate in work experience programs.



SPECIFIC RECOMMENDATIONS

1. THE COMMITTEE ENDORSES THE EXPRESSED GOALS OF TECHNICAL EDUCATION IN HAMILTON.
2. IT IS RECOMMENDED THAT AN ADVISORY VOCATIONAL COMMITTEE SHALL BE ESTABLISHED AT BOARD LEVEL.
3. IT IS RECOMMENDED THAT SUBJECT ADVISORY COMMITTEES SHOULD BE REACTIVATED.
4. THE COMMITTEE SUPPORTS THE CONCEPT OF TECHNICAL ENDORSEMENT AND RECOMMENDS THE GRANTING OF AN ADDITIONAL CERTIFICATE, A "CERTIFICATE OF ENDORSEMENT", TO GRADUATING SPECIALIZED STUDENTS IN ORDER TO MAINTAIN A SENSE OF IDENTITY, PROGRAM, AND GOAL ORIENTATION.
5. THE COMMITTEE BELIEVES THAT THERE IS A CRUCIAL NEED FOR CONCERTED EFFORT AT THE PROVINCIAL LEVEL TO CREATE A CONSISTENT MANPOWER POLICY THAT CLEARLY DEFINES APPRENTICESHIP AND TRAINING ROUTES SO THAT YOUNG PEOPLE CAN MAKE THOUGHTFUL DECISIONS ABOUT CAREER PATH, AND RECOMMENDS A FORMAL SUBMISSION BY THE BOARD TO THE MINISTRY OF EDUCATION TO THIS EFFECT.
6. THE COMMITTEE BELIEVES THAT THERE MUST BE AN INCREASING RECOGNITION OF KNOWLEDGE AND SKILLS OBTAINED IN THE SECONDARY SCHOOL TECHNICAL PROGRAM AS CREDIT TOWARD FURTHER EDUCATION AND TRAINING. IT IS RECOMMENDED THAT...
  - (A) THE HAMILTON SECONDARY SCHOOLS SHOULD CONTINUE THEIR INVOLVEMENT IN THE APPRENTICESHIP "LINKAGE" PROGRAM AND EXTEND THEIR PARTICIPATION AS NEW FIELDS ARE INTRODUCED; THAT ...
  - (B) SKILLS ACHIEVED IN SECONDARY SCHOOL TECHNICAL COURSES SHOULD BE FORMALLY ACKNOWLEDGED IN SUCH OTHER TRAINING PROGRAMS AS HI-TAC'S INDUSTRIAL CRAFTSMAN INTERNSHIP; THAT ...
  - (C) DISCUSSIONS BE INITIATED TO CLARIFY ACCREDITATION TOWARD TECHNICIAN AND TECHNOLOGIST LEVEL COURSES OFFERED BY THE COLLEGES OF APPLIED ARTS AND TECHNOLOGIES.
7. IT IS RECOMMENDED THAT EFFORTS SHOULD BE MADE TO REDUCE SEX-ROLE STEREOTYPING IN OUR SCHOOLS.
8. IT IS RECOMMENDED THAT COURSES IN SOME OF THE SPECIALIZED FACILITIES AT THE VOCATIONAL SECONDARY SCHOOLS SHOULD BE ACCESSIBLE TO COMPOSITE SECONDARY SCHOOL STUDENTS AND VICE-VERSA.
9. IT IS RECOMMENDED THAT THE TRADE EXPERIENCE ALLOWANCE FOR VOCATIONAL TEACHERS SHOULD BE REVIEWED WITH THE OBJECT OF BRINGING OUR POLICY INTO LINE WITH COMPETITIVE BOARDS AND THE NEW, LOWER REQUIREMENTS OF THE FACULTIES OF EDUCATION.
10. IT IS RECOMMENDED THAT THE RELEVANCE OF THE CONTENT OF GENERAL LEVEL COURSES IN ENGLISH AND MATHEMATICS, FOR STUDENTS TAKING TECHNICAL COURSES, REQUIRES CONTINUOUS REVIEW TO SEE THAT THESE COURSES MEET THE NEEDS OF TECHNICAL STUDENTS. SIMILARLY, THE CONTENT AND THE STRUCTURE OF THE GENERAL LEVEL PHYSICS AND CHEMISTRY COURSES IN THE SENIOR DIVISION SHOULD BE CONTINUOUSLY REVIEWED TO DETERMINE IF THEY CAN BE MORE CLOSELY ALIGNED WITH THE SENIOR DIVISION TECHNICAL COURSES.



## BUSINESS EDUCATION

(This sub-committee's report has not yet been reviewed by the umbrella committee.)

### IT IS RECOMMENDED:

- 1) That statistical projections be done by the Research Department for the next five or more years:
  - a) for each Business Education subject in each Composite school.
  - b) such statistics be based on past subject enrolments and projected future school enrolments.
- 2) That any intentional move to centralize various Business Education courses in specific schools await the study of these projections.
- 3) That any centralizing that becomes necessary be toward area schools which will offer specific concentrations within Business Education - (e.g. secretarial, marketing) rather than to a single High School of Commerce concept.
- 4) That if the currently experimental "Applications of Accounting" course in Churchill, Hill Park and Westdale is endorsed by the Composite School Curriculum Committee, it be extended to all other schools as quickly as possible, and no later than September, 1982.
- 5) That our goals of Business Education - not only to
  - a) develop vocational competencies for some students, but also to:
  - b) develop a sense of economic and business awareness for all students, and
  - c) develop a level of personal business skills for all students . . . continue to be re-inforced with administration, guidance personnel and other educators.
- 6) That the concept of "endorsement" be re-inforced in practice in our Composite schools:
  - a) as an appropriate way to develop a stronger preparation for job entry, and
  - b) as a viable alternative to the mandatory packaging of subjects.



- 7) That the value of student work experience be re-inforced, by Principals, with our academic teachers, in order to solicit their active co-operation in prescribing appropriate and specific learning assignments in the student's absence.
- 8) That a much stronger and more readily available teacher work experience program be developed for Business Education teachers.
- 9) That this Committee strongly endorse the concept of Co-operative Education and its anticipated growth.
- 10) That the Co-operative Education staff be encouraged to examine the feasibility of a business "lab" -- open to adults and senior high school students who are seeking to develop job-entry skills, and who might split their day between the lab and a Co-op position in the business office.
- 11) That subject advisory committees be reactivated, with due regard for membership, responsibilities, and adequate support.
- 12) That any further restrictions in the Grade 9 and 10 student program which would reduce the student's opportunity to explore option areas or to select "career awareness" subjects, be resisted -- packaging of subjects, changes in academic core requirements, changes in the number of required credits, etc. would be looked upon as restrictions.
- 13) That those subjects required by the Ministry for graduation for general level students be continually reviewed to see that they meet the needs of those students. For example, that the Superintendent of Curriculum and Special Services should request that the Ministry of Education develop a course in Grade 12 practical English applications, without a literature component, yet eligible for an English credit, for those students seeking jobs after Grade 12.
- 14) That department heads, subject supervisors, and principals closely monitor the failure and drop-out rates of the general level students, particularly in open-level courses in their particular areas -- with the intent of developing curriculum which more closely meets the abilities, interests, and needs of these students.



- 15) That principals attempt to designate "cross-over" teachers into Business Education with clear recognition of the nature of the proposed teaching assignment. (For example, Introduction to Business contains a wide range of specialized subject modules. Ideally, such a teacher should attend up-grading courses in the previous summer; should teach multiple sections, rather than have the classes split over more than one cross-over teacher; should be one who is quick to reach out to community resources; and should be one who is prepared to continue in the subject if the need arises).
- 16) That this Board sustain the quality of Business Education teaching by providing in-service re-training sessions for these "cross-over" teachers within their normal teaching day.
- 17) That this Board, through a letter from the Director of Education, strongly request the Ministry to support its claim for concern for career awareness and career education by:
  - a) developing Business Education guidelines immediately to replace those dated more than a decade and a half ago.
  - b) appointing an Education Officer in the Curriculum Branch of the Ministry, in an on-going capacity, to continually review and up-date curriculum in this area, and to actively speak for the needs of Business Education in this province.



Hamilton Secondary School Headmasters' Association

Secondary School Review

Sub Committee on Physical Education, Fitness and Interscholastic

Sport

REPORT

NOVEMBER, 1980

COMMITTEE MEMBERS:

Mr. J. R. Young, Supervisor of Physical Education  
Mr. E. C. Mallard, Delta Secondary School (Chairman)  
Mr. J. D. Simpson, Sherwood Secondary School  
Mrs. N. Nicholls, Sir John A. Macdonald Secondary School  
Mr. A. Kingston, Southmount Secondary School  
Miss M. Riddell, Westmount Secondary School  
Mrs. G. Sutton, Delta Secondary School  
Mr. R. Evans, Westdale Secondary School  
Mr. T. Kasprzyk, Crestwood Vocational School  
Mrs. J. Kasproicz, Briarwood Vocational School



## PREAMBLE

This sub committee of the Composite Secondary School Study Committee is given the responsibility of reviewing present policies and practices in the areas of Physical Education Fitness and Interscholastic Sport and of recommending revisions.

An attempt was made in forming the committee to include teachers and department heads with divergent views and interests. Opinions and recommendations included in this report represent a consensus.

The following topics have been considered and will form the base of the report:

1. The Curriculum in Health and Physical Education.
2. Evaluation of Students in Physical Education.
3. Safety and Liability in Physical Education and Interscholastic Sport.
4. The Intramural Program.
5. Financing the Program - Equipment and Supplies.
6. The Interscholastic Athletic Program.
7. Staffing and Administrative Structures in Physical Education.

The committee feels that the Physical Education program in Hamilton Secondary Schools is well organized and administered in accordance with Ministry of Education guidelines.

The program of interscholastic activities offered to Hamilton Secondary School students is diverse, well managed and stresses healthy ideals of competition.



## 1. The Curriculum in Health and Physical Education

In our modern society with its daily pressures and increased emphasis on leisure time activities, it is important that everyone be educated in the importance of good health and regular exercise.

The committee recommends that Physical Education be given a more prominent position in the curriculum.

Physical and mental fitness must be considered important goals and should be included in the planning of all lessons.

The committee considers the guidelines provided by the Ministry of Education to be adequate but is concerned about overlap in course content between Health and other subject areas. i.e. Family Studies and Sociology.

### Recommendations

1. 1. That Physical Education be established as a compulsory subject in Secondary Schools and that a minimum of two credits in the subject be required for the Ontario Secondary School Graduation Diploma.
- 1.2. That curriculum writing teams be established to review and update curriculum for each grade. Curriculum documents should contain core expectations, lists of resource materials and suggested activities for each grade.
- 1.3. That the Physical Education curriculum especially in the Senior Division include maximum exposure to life skills and activities with carry-over value.
- 1.4. That the amount of time given in the Vocational Secondary Schools to the teaching of Health and Physical Education be increased.
- 1.5. That co-educational Physical Education classes be encouraged at the Senior level (grades 11 and 12) and that girls and boys be taught separately in grades nine and ten.

## 2. Evaluation of Students in Physical Education

It is agreed by all members of the committee that students in Physical Education should be evaluated and marked as they are in other subjects of the curriculum.

Evaluation must be meaningful and related to the objectives of the course. Students must be clearly informed at the beginning of the course or unit of work of the course content and methods of evaluation.



Evaluation in Physical Education should recognize the willingness of the student to participate and his effort to achieve. Re-test and make-up opportunities should be made available to encourage improvement. Comprehensive examinations are not as valuable in Physical Education as are unit tests.

### Recommendations

- 2.1. That all Physical Education students be evaluated and given a numerical mark in the subject.

### 3. Safety and Liability in Physical Education and Interscholastic Sport

Safety and accident prevention must be a prime concern of everyone associated with the Physical Education curriculum and the Interscholastic Athletic program.

It is essential that all who teach Physical Education and coach teams be fully qualified and consider the safety of their students at all times.

Teachers must do all that they can to keep up to date in teaching and coaching methods.

Equipment must be kept in a state of good repair. Teachers must be fully supported by Board of Education Liability Insurance.

### Recommendations

- 3.1. In the interest of student safety, that an investigation be conducted to consider a reduction in the maximum number of students per class.
- 3.2. That all classes in Physical Education be taught by qualified Physical Education teachers.
- 3.3. That all protective equipment and apparatus used in the gymnasium be inspected each year by reliable authorities.
- 3.4. That Physical Education teachers and coaches be required to attend workshops regularly to review teaching methods and consider safety and accident prevention.
- 3.5. That Board of Education Liability Insurance be reviewed regularly and that details of the coverage be communicated to all teachers.
- 3.6. That all students entering Secondary School who wish to take part in Physical Education and/or participate in school sports be required to have a medical examination.

This program should be co-ordinated by the Medical Officer of Health and the school nursing service. This examination once completed, need not be repeated except in the case of serious injury or illness in which case a student must be certified fit to return to competition by his family doctor.



- 3.7. That the Board of Education policy regarding the transportation of students to and from interscholastic events be reviewed and clarified.

#### 4. The Intramural Program

The intramural athletic program in a secondary school must be considered important. Such a program must contain activities which appeal to a large number of students, skilled and unskilled.

The Girls' and Boys' Athletic Associations should take an active role in the organization and supervision of the program but overall responsibility must be assumed by staff members.

#### Recommendations

- 4.1. That Physical Education Departments be allowed one timetable line for the organization and administration of Intramural Athletics.
- 4.2. That co-educational intramural activities be encouraged.
- 4.3. That open free time be scheduled into the noon hour schedule so that students may use equipment and facilities for relaxation and personal fitness. Such activity must be supervised.

#### 5. Financing the Program - Equipment and Supplies

The committee is concerned that rising costs and expanding programs have led to financial problems in some schools and have made it necessary for Physical Education heads and teachers to spend too much time in fund raising activities.

It is estimated that the following amounts are required to maintain present interscholastic programs:

Boys - \$3200.

Girls - \$2200.

The committee is pleased that the Purchasing Department has revised Standard Supply Lists to keep up with changing availability and quality of Physical Education supplies.



### Recommendations

- 5.1. That current Board of Education subsidies be reviewed regularly and that fund raising problems of inner-city schools be considered.
- 5.2. That schools with Recreation Centre programs be given additional funds for equipment and supplies.
- 5.3. That a review be conducted of the present program with specific reference to the value of certain activities as it relates to cost.

### 6. The Interscholastic Athletic Program

It is the opinion of the committee that the present program provided through the H.S.S.A.A. meets the needs of secondary school athletes.

The program is varied, well organized and correct in emphasis.

The committee recognizes the academic advantages of separate grade thirteen schools but for athletic competition, supports the re-introduction of fully composite grade nine to thirteen schools.

It is observed that in the past few years, the intensity of competition and the desire to win at all costs has decreased. The committee is pleased that while the quality of athletic performance remains high, there is greater emphasis on playing the game for competition and enjoyment.

The present administrative structure of the H.S.S.A.A. is working well.

Some concern was expressed about the practice of allowing students to play for non-school teams as well as school teams in the same sport. It is felt that this practice discourages some students from trying out and allows teams to dominate school leagues.

It is the opinion of the committee that the opportunity to compete in O.F.S.A.A. play-offs has great value and should be continued.

### Recommendations

- 6.1. That recommendations of the H.S.S.A.A. Directorate be followed regarding association with Hamilton Separate Schools.
  - (1) That each Association conduct its own league competition and declare its own champions.
  - (2) That the H.I.A.C. Federation be retained for the purpose of (a) selecting O.F.S.A.A. representatives and (b) such tournaments and exhibition competitions as may from time to time be mutually agreed upon by the associations concerned.



- 6.2. That Principals and Physical Education Heads continue to encourage all teachers to take an active role in the Intramural or Interscholastic Athletic Programs.
- 6.3. That schools continue to be allowed to use non-teacher coaches but that the practice be discouraged if teachers are available.
- 6.4. That eligibility for competition be established in each school by the principal but that general city-wide guidelines be agreed upon.
- 6.5. That the present practice of allowing students to play for non school teams as well as school teams in the same sport be continued but that a review be conducted at the end of the 1980-81 season to determine its effect on participation, academic performance of athletes, and quality of competition.

#### 7. Staffing and Administrative Structures in Physical Education

The committee wishes to express its appreciation to Mr. Young and the Physical Education consultants but is concerned that in order to maintain the leadership position that Hamilton has held in provincial Physical Education matters, there is need for additional consultative staff to review and develop curriculum especially in Health Education.

Appreciation and praise are expressed to Ernie Salmon, Noreen Buxton and Paula Daucette for their work in co-ordinating the H.S.S.A.A. program.

The present administrative structure in secondary school Physical Education departments should be continued. Physical education teachers must assume leadership roles in administration of in school leagues and consider it their responsibility to coach as well as teach.

It is recognized that in addition to the duties of other department heads, the Physical Education head must assume additional duties such as:

- inventory
- assignment of coaches
- medical examinations
- gymnasium scheduling
- student eligibility
- intramural activities
- supervision of B.A.C. and G.A.C.
- safety
- first aid
- awards
- spectator supervision
- equipment and supplies
- repairs



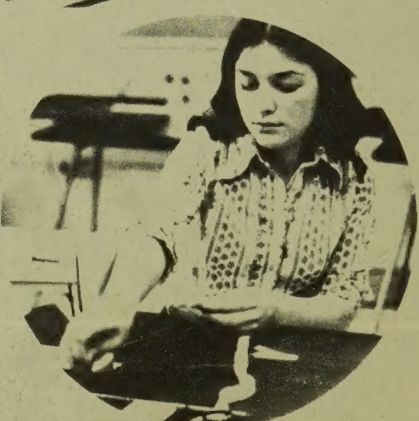
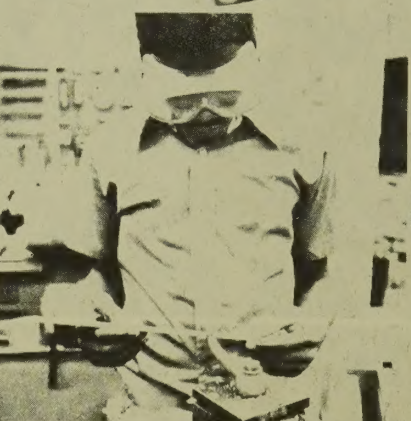
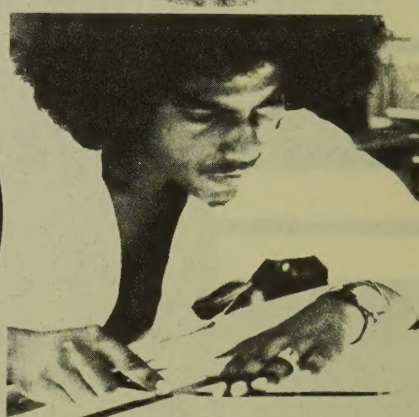
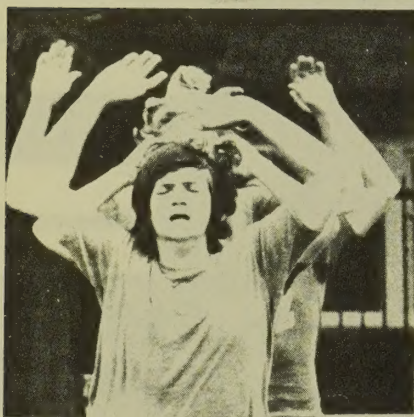
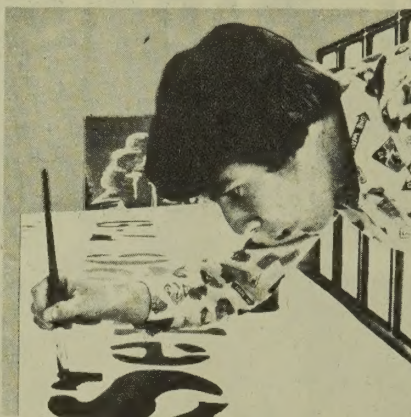
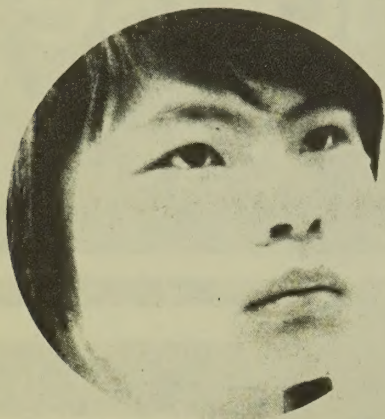
Recommendations

- 7.1. That consultative positions in Physical Education be rotated among department heads and teachers on a renewable term basis. There should be good balance between elementary and secondary school teachers in these positions.
- 7.2. That Girls' and Boys' Physical Education Departments remain separate departments and that they be staffed as separate departments in the school with a department head assigned to each.
- 7.3. That where it is necessary for teachers to teach students of the opposite sex, classes be organized at the same time so that at least one male and one female teacher are on duty.
- 7.4. That a program of professional development for Physical Education teachers be planned with emphasis on leadership, personal health, fitness and the latest in teaching and coaching techniques.



# A Time to Choose





This booklet is also printed in French, Chinese, Greek,  
Italian, Polish, Portuguese, Spanish, and Vietnamese.

Extra copies are available from:  
Information and Publications  
Toronto Board of Education  
155 College St., Toronto, M5T 1P6  
Telephone 598-4931, Extension 433

December 1980





## What we have to offer

If you're making a choice of a Toronto secondary school or if you just want to get some basic information on the secondary schools run by the Toronto Board of Education, this booklet is for you.

We have 38 secondary schools with about 35,000 students in attendance. Our students come from many racial, religious, and cultural backgrounds. We feel it is a healthy mix, reflecting as it does the multi-cultural nature of our society.

We call our schools by different names — secondary schools, high schools, collegiate institutes, technical schools, commercial schools, and alternative schools. No one school offers all the subjects and options available in the Toronto system.

Whether you want to train for a job or start learning a trade or prepare for community college or university, you can do it in one of our secondary schools. And you can choose from a wide range of subjects. Besides the usual subjects we offer many specialized courses such as aircraft maintenance, consumer education, small engines, computer science, special art, air conditioning, law, economics, trowel trades, and dozens of other interesting and unusual courses.

We hope this booklet will help you understand the basic organization of the secondary schools in the City of Toronto. More detailed information on individual schools and programs is available from the schools and from the guidance counsellors.



## Where the schools are



The map in the middle of this booklet shows the location of all the secondary schools in the City of Toronto.

Most students go to the nearest school that offers the courses they wish to take.

If you do not wish to go to a secondary school near you, you have the right to apply to any other school in the city or in the Metropolitan Toronto area. That school may admit you, if it has room and if you qualify for the programs offered there.





# Levels of difficulty

Subjects in our secondary schools are offered at 6 different levels of difficulty.

Seven of our schools teach most of their courses at levels 2 and 3. (See page 6.) Some of these also teach certain courses at level 4. Approximately half of the students' time is spent on basic subjects such as reading, writing and mathematics.

The other secondary schools teach most of their subjects at levels 4 and 5. (See page 7.) Many of them also offer some courses at level 6. In order to study at levels 4, 5, and 6 a student must earn a promotion from grade 8.

You may take courses at different levels of difficulty; for example, you could take Mathematics at level 4 and English at level 5. Courses taken at any level of difficulty lead to a graduation diploma (grade 12). Courses taken at levels 5 and 6 prepare students for a grade 13 program leading to an honour graduation diploma and university entrance.

If you find that you're studying at a level that is too high or too low, you should talk with your guidance counsellor about transferring to a more suitable level. (See page 18.)

If you and/or your parents think that a school has recommended a level of difficulty or program unsuitable for you, you should request an interview with the school principal. You may request a written explanation of the school's recommendations, and if you disagree you may appeal to the Area Superintendent. You should ask your principal for a copy of the appeal procedure.

## NOTES:

- The current terms used in the Toronto school system are Level 1, Basic; Level 2, Vocational; Level 3, Occupational; Level 4, General; Level 5, Advanced, and Level 6, Enriched. These terms may be changed during the 1981-82 school year.
- Courses taken at any level of difficulty lead to a graduation diploma (grade 12).
- Courses taken at levels 5 and 6 lead to an honour graduation diploma (grade 13).
- Individual subjects are offered at level 6 in many level 4-5 schools.
- Level 1 courses are offered at Heydon Park, Parkview, and West Park secondary schools.

## WHERE DO THE LEVELS LEAD?

National statistics for unemployment indicate that young people in the age group 15-24 have

the highest rates of unemployment. However, in general, students who graduate from a higher level of program have less difficulty finding employment.

Toronto secondary schools have a dual purpose: to provide general education, as well as preparation for employment. The following information is provided to illustrate the kinds of employment and further education which students enter upon leaving secondary school from the various levels.

### LEVEL 1 (Basic)

*\*Achievement on entry to grade 9—below gr. 2; Percentage of students in program—.3%*

Students who are placed in a level 1 program are admitted through a special admission board. They are functioning at below grade 2 level, and the program is designed to develop their academic, technical and life skills. The number of students in this program is small. Those students who enter the job market generally go into low paying jobs such as factory worker, kitchen helper, service station attendant, mail carrier, grounds keeper, sewing machine operator, baby sitter. (In some cases, students are placed in sheltered workshops where they are able to function in a less competitive environment.) Many of these students, approximately 50-60%, take some subjects at level 2.

### LEVEL 2 (Vocational)

*\*Achievement on entry to grade 9—grade 2-5; Percentage of students in program—3.6%*

Students who are placed in a level 2 program are functioning between a grade 2 and grade 5 level in reading and mathematics. These students receive remedial help in academic subjects and acquire basic skills in technical subjects. Approximately 60% of the students in this program enter the job market at the end of grade 10. The jobs available to them are generally in the labour and service industries, such as janitor, service station attendant, porter, waiter, auto body repairer, file clerk, sales clerk, taxi driver. Some students who have done well in the academic subjects take some subjects at Level 3.

*\*Assessment of Achievement by grade 8 teachers and the principal is based on a number of factors, including classroom tests, examinations, assignments, daily work, teacher observations, and where appropriate, results of standardized tests.*



# Levels of Difficulty

## LEVEL 3 (Occupational)

*\*Achievement on entry to grade 9  
—grade 5 or higher;*

*Percentage of students in program—17.2%*

Students who enter a level 3 program generally gain basic skills and education for entry into the world of work. Their reading and mathematics level is grade 5 or better. After a period of two years, approximately 60% of these students enter the job market. Jobs generally available to them include general office worker, stockroom clerk, truck and taxi driver, factory worker, sales clerk, hotel and restaurant worker. Some students, approximately 10%, successfully enter apprenticeship programs in areas where they have gained training during their stay in secondary schools. These areas include barbering, hairdressing, printing, auto mechanics, and cooking.

During grades 9 and 10 of the level 3 program, those students who achieve high standing in the academic subjects such as English, Geography, History, Mathematics and Science, have an opportunity to upgrade to a level 4 program. Approximately 10% of students in this program do make a transition to level 4. But follow-up on these students suggests that additional help in work and study skills is needed for them to be successful. At the end of grade 12, students who have achieved high marks and who have shown a sense of maturity towards school work can become eligible for some courses at Community Colleges. However, only a few students (less than 5%) do proceed to diploma programs, such as Early Childhood Development, Business-Secretarial Science, Law Enforcement, Graphics and Architectural Technology. Opportunity to continue at a registered trade school does exist for those students who wish to develop their expertise in the technical areas, such as Welding, Electricity, Drafting.

## LEVEL 4 (General)

*\*Achievement on entry to grade 9—grade 8;  
Percentage of students in program—30.5%*

Students who enter a level 4 program should view their school program as an opportunity

to acquire a general and broad knowledge of academic subjects as well as specialized skills. Upon graduating, approximately 40% of those students who have concentrated in business or technical subjects apply for jobs in business and industry. These positions include commercial artist, secretary, bookkeeper, bank teller, offset printer. All apprenticeship programs including electrical, plumbing, printing, and auto mechanics are open to these students. But only about 10% enter these skilled trades. Because these students have acquired the minimum level of academic skills required for admission to Community Colleges, approximately 50-60% pursue post-secondary school education in specialized areas to prepare for employment. Opportunities at other post-secondary schools such as the Ontario College of Art and Ryerson Polytechnical Institute also exist for these graduates. Some students do take subjects at level 5 for admission to grade 13, but their numbers are few.

## LEVEL 5 (Advanced)

*\*Achievement on entry to grade 9 — grade 8;  
Percentage of students in program — 48.4%*

Students who undertake a level 5 program have the widest opportunities available for the future, because of their proficiency in academic subjects such as English, Mathematics, and Science. Because students study at an advanced level of academic subjects in this program, their opportunities for employment are good. Approximately 30% of grade 12 students apply to business and industry for jobs similar to those available to students from a level 4 program. Students may also enter an apprenticeship from a level 5 program but very few students do this. Of the students who take grade 13 about 90% go on to community colleges or universities.

## LEVEL 6 (Enriched)

In some schools courses are offered at level 6 for students who wish to cover subject matter at a more challenging level and a faster pace. A very small percentage of students is enrolled in level 6 courses.

*\*See Previous page.*



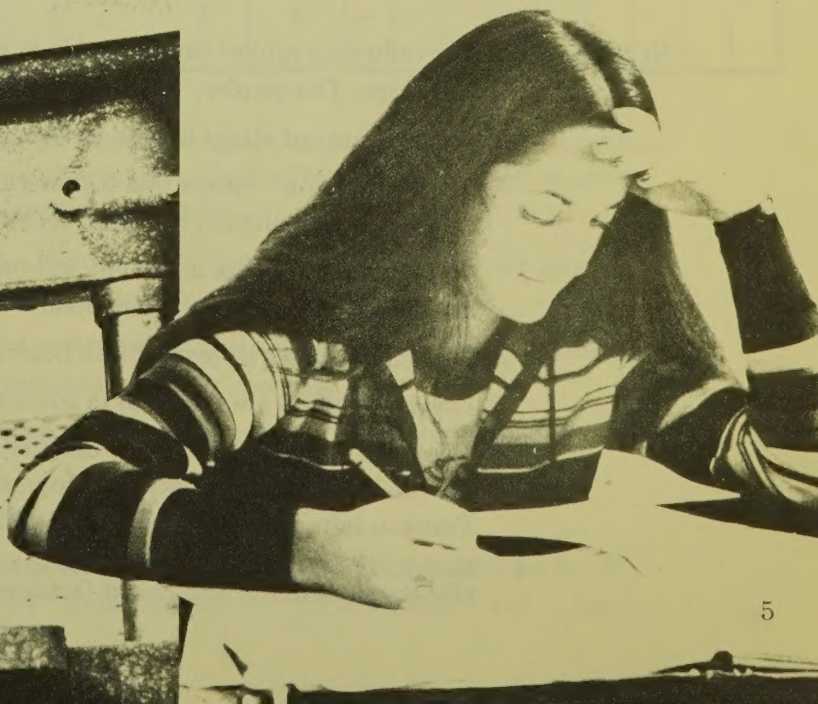
# Choosing your program

To choose the program of studies that is best for you, you should think about the things you are interested in right now and the kind of work you might like to be doing in a few years. The subjects you like or are good at might help you decide on what program of studies you should take.

You might want to think about taking a straight academic program or you might want to think about taking business or technical subjects along with your academic courses. These subjects can be very challenging and taking them will not limit your chances of going on to Community College or University, if that is your goal. Technical and business subjects also provide you with practical skills that can help you in your academic studies and in finding a summer job or full-time employment.

The basic academic and practical skills you develop in secondary school will be of value to you, no matter what kind of work you go into. Employment and income possibilities usually increase with more schooling and with higher level programs.

The charts on the next two pages show you what programs each of the regular secondary schools offers. For more detailed information you and your parents or guardians should consult the principal or the guidance counsellors in the school.





## Programs in Level 2-3 Schools



| PROGRAMS OF STUDY                                                               | Bickford Park High School | Brockton High School | Castle Frank High School | Heydon Park Secondary School | Lakeview Secondary School | † Parkview Secondary School | West Park Secondary School |
|---------------------------------------------------------------------------------|---------------------------|----------------------|--------------------------|------------------------------|---------------------------|-----------------------------|----------------------------|
| BUSINESS CONCENTRATION                                                          | X                         | X                    | X                        | X                            | X                         | X                           | X                          |
| BUSINESS OPTIONS                                                                | X                         | X                    | X                        | X                            | X                         | X                           |                            |
| SHOP CONCENTRATION                                                              |                           | X                    | X                        |                              | X                         | X                           | X                          |
| SHOP OPTIONS                                                                    | X                         | X                    |                          |                              | X                         | X                           |                            |
| FAMILY STUDIES CONCENTRATION (formerly Home Economics)                          |                           | X                    | X                        |                              | X                         |                             |                            |
| FAMILY STUDIES OPTIONS (formerly Home Economics)                                | X                         |                      |                          | X                            |                           | X                           |                            |
| FOOD PREPARATION CONCENTRATION                                                  |                           | X                    | X                        | X                            | X                         | X                           | X                          |
| HAIRDRESSING CONCENTRATION                                                      |                           | X                    | X                        | X                            | X                         | X                           |                            |
| HEALTH CARE SERVICES CONCENTRATION                                              |                           |                      |                          | X                            |                           | X                           |                            |
| SERVICE PROGRAMS CONCENTRATION (such as barbering, drycleaning, horticulture) * |                           | X                    | X                        | X                            |                           | X                           | X                          |

NOTES: 1. The following subjects are available in all the above schools: English, English as a Second Language, Geography, History, Mathematics, Music, Physical Education, Science.

2. All programs of study lead to a Secondary School Graduation Diploma.

3. "Concentration" means that a student will normally take three or more related courses each year in academic, business, technical, or other specialty area.

"Option" means that a student will normally take only one or two courses each year in a business, technical, or other area.

4. For a description of levels of difficulty see pages 3 and 4.

5. Level 4 subjects are available in some schools.

\* 6. These are only examples. For detailed information about subjects taught in each school see the information sheets in "Programs in the Secondary Schools" available in each Toronto school and in the individual school calendars.

† 7. Beginning September 1, 1981, no grade 9 students will be enrolled at Parkview. (By the decision of the Board October 30, 1980)



## Programs in Level 4-5 Schools

| PROGRAMS OF STUDY                                                    | Bloor Collegiate | Central Commerce | Central Technical | Danforth Technical | Eastdale Collegiate | Eastern Commerce | Forest Hill Collegiate | Harbord Collegiate | Humberside Collegiate | Jarvis Collegiate | Lawrence Park Collegiate | Malvern Collegiate | Monarch Park Secondary | Northern Secondary | North Toronto Collegiate | Oakwood Collegiate | Parkdale Collegiate | Riverdale Collegiate | Western Tech. Commercial | West Toronto Secondary | Adult Day School |
|----------------------------------------------------------------------|------------------|------------------|-------------------|--------------------|---------------------|------------------|------------------------|--------------------|-----------------------|-------------------|--------------------------|--------------------|------------------------|--------------------|--------------------------|--------------------|---------------------|----------------------|--------------------------|------------------------|------------------|
| ACADEMIC CONCENTRATION                                               | X                |                  |                   |                    | X                   | X                | X                      | X                  | X                     | X                 | X                        | X                  | X                      | X                  | X                        | X                  | X                   | X                    |                          | X                      | X                |
| ACADEMIC WITH BUSINESS CONCENTRATION                                 |                  | X                |                   |                    |                     | X                |                        |                    |                       |                   |                          |                    | X                      | X                  |                          |                    |                     |                      | X                        | X                      |                  |
| ACADEMIC WITH BUSINESS OPTIONS                                       |                  | X                |                   |                    | X                   | X                |                        |                    | X                     |                   |                          | X                  | X                      | X                  |                          | X                  | X                   |                      | X                        | X                      | X                |
| ACADEMIC WITH TECHNICAL CONCENTRATION                                |                  |                  | X                 | X                  |                     |                  |                        |                    |                       |                   |                          |                    |                        | X                  |                          |                    |                     |                      | X                        |                        |                  |
| ACADEMIC WITH TECHNICAL OPTIONS                                      |                  |                  | X                 | X                  |                     |                  |                        |                    |                       |                   |                          |                    |                        | X                  |                          |                    |                     |                      | X                        |                        |                  |
| ACADEMIC WITH INDUSTRIAL ARTS OPTIONS                                | X                |                  |                   |                    |                     |                  |                        |                    |                       |                   |                          | X                  |                        |                    |                          | X                  |                     |                      |                          | X                      |                  |
| ACADEMIC WITH FAMILY STUDIES (formerly Home Economics) CONCENTRATION |                  |                  | X                 | X                  |                     |                  |                        |                    |                       |                   |                          |                    |                        | X                  |                          |                    |                     |                      | X                        |                        |                  |
| ACADEMIC WITH FAMILY STUDIES (formerly Home Economics) OPTIONS       | X                |                  | X                 | X                  |                     |                  |                        |                    |                       |                   |                          |                    |                        | X                  |                          |                    |                     |                      | X                        | X                      |                  |
| ART CONCENTRATION                                                    |                  |                  | X                 | X                  |                     |                  |                        |                    |                       |                   |                          |                    |                        | X                  |                          |                    |                     |                      | X                        |                        |                  |
| NURSING ASSISTANT CONCENTRATION                                      |                  |                  | X                 |                    |                     |                  |                        |                    |                       |                   |                          |                    |                        |                    |                          |                    |                     |                      |                          |                        |                  |
| INSTITUTIONAL FOODS CONCENTRATION                                    |                  |                  | X                 |                    |                     |                  |                        |                    |                       |                   |                          |                    |                        |                    |                          |                    |                     |                      |                          |                        |                  |

- NOTES:
- The following subjects are available in the above schools: Computer Science, Economics, English, French, Geography, History, Mathematics, Music, Physical Education, Science. Most schools also teach English as a Second Language.
  - All schools offer programs leading to a Secondary School Graduation Diploma (grade 12) and an Honour Graduation Diploma (grade 13).
  - "Concentration" means that a student will normally take three or more related courses each year in an academic, business, technical, or other specialty area.  
"Option" means that a student will normally take only one or two courses each year in a business, technical, or other area.
  - For a description of levels of difficulty see pages 3 and 4.
  - Further information about the subjects offered in each of these schools is in the booklet "Programs in the Secondary Schools" available in each Toronto school and in the individual school calendars.

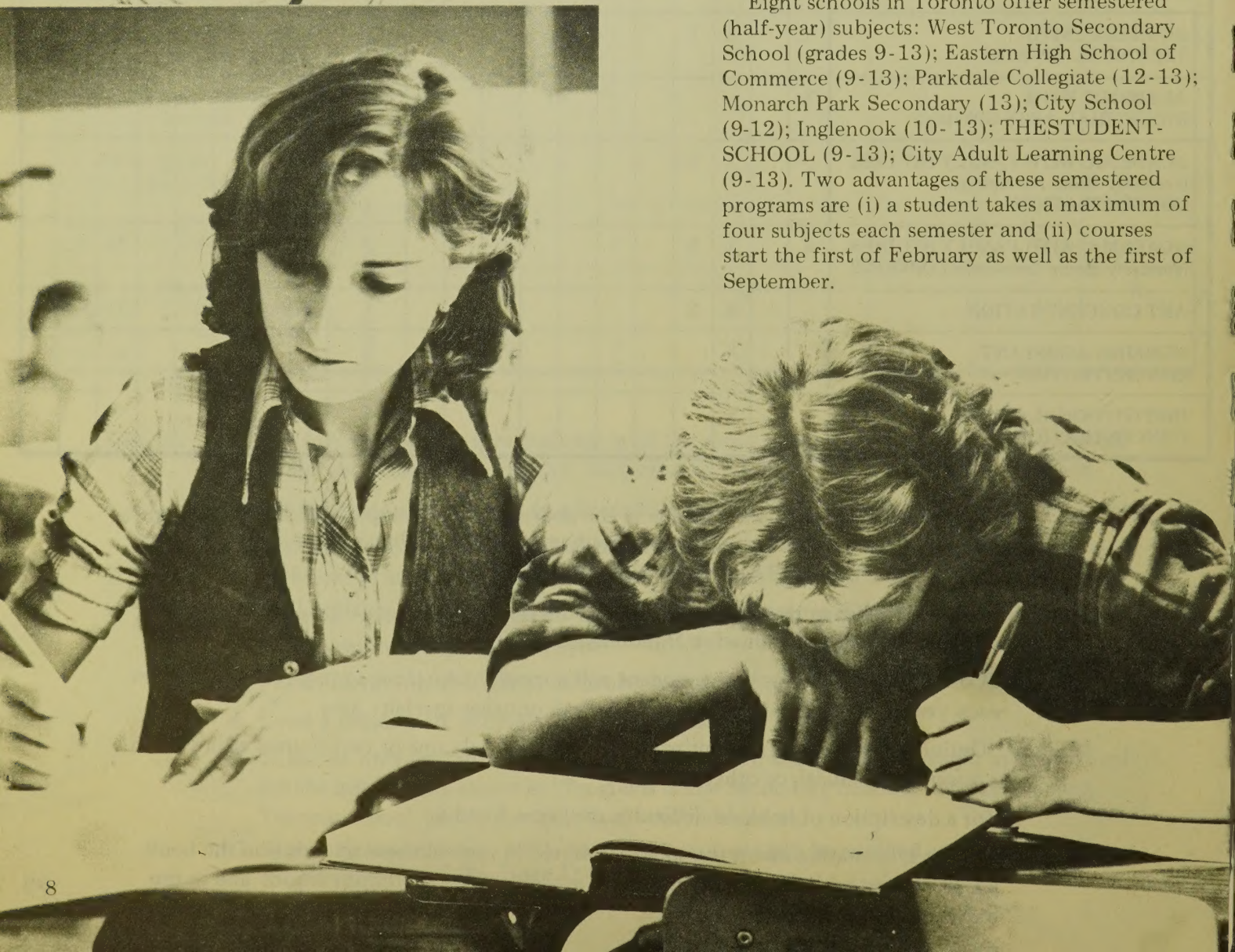


# Choosing your school



Once you have chosen your program of studies and the level you want to work at, the choice of a school is much easier. As we said earlier, most students will go to one of the schools in the area of the city they live in. But you have the right to apply to any school in the city or in Metropolitan Toronto. That school may admit you if it has room and if you qualify for the programs offered there.

Information sheets on each secondary school are available in every senior elementary and secondary school or may be obtained from the Guidance and Counselling Services Department of the Toronto Board of Education (598-4931, ext. 611). At the back of this booklet there is a pocket for holding some of these sheets.



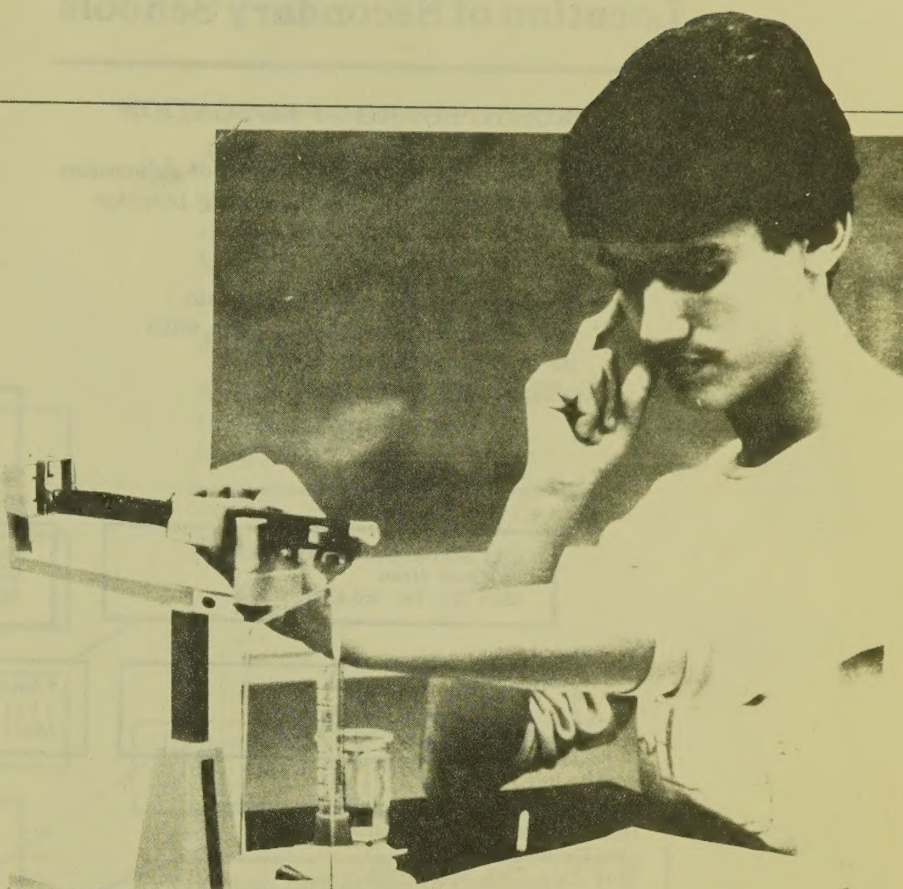
Eight schools in Toronto offer semestered (half-year) subjects: West Toronto Secondary School (grades 9-13); Eastern High School of Commerce (9-13); Parkdale Collegiate (12-13); Monarch Park Secondary (13); City School (9-12); Inglenook (10-13); THESTUDENT-SCHOOL (9-13); City Adult Learning Centre (9-13). Two advantages of these semestered programs are (i) a student takes a maximum of four subjects each semester and (ii) courses start the first of February as well as the first of September.



You may also want to look at the courses of study booklets (calendars) that each school prepares. These calendars give more information on the subjects available.

If you are entering grade 9 you must complete the Application for Admission Form for the school you are planning to attend. These forms are available from your elementary school. If you are entering any other grade, you must visit the secondary school to register directly.

If you are applying for a school outside your district you must remember that a school must provide places for students from its own district before admitting students from outside. Normally a school will admit out-of-district students on a first-come basis, provided of course that the students qualify for the program offered there.



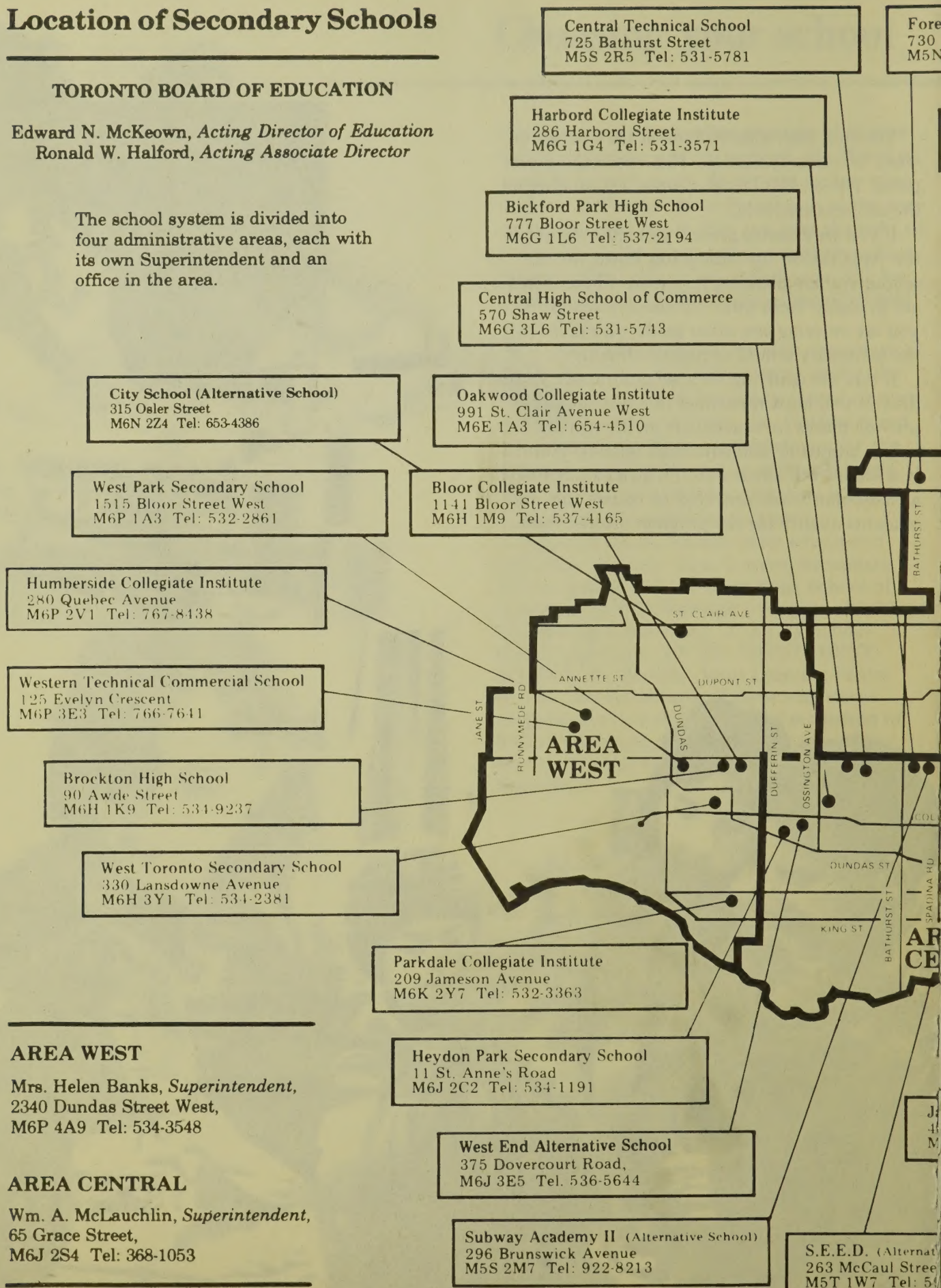


# Location of Secondary Schools

## TORONTO BOARD OF EDUCATION

Edward N. McKeown, *Acting Director of Education*  
Ronald W. Halford, *Acting Associate Director*

The school system is divided into four administrative areas, each with its own Superintendent and an office in the area.



### AREA WEST

Mrs. Helen Banks, *Superintendent*,  
2340 Dundas Street West,  
M6P 4A9 Tel: 534-3548

### AREA CENTRAL

Wm. A. McLaughlin, *Superintendent*,  
65 Grace Street,  
M6J 2S4 Tel: 368-1053



egiate Institute  
venue West  
787-0637

e Park Collegiate Institute  
sworth Drive  
Tel: 489-1147

North Toronto Collegiate Institute  
70 Roehampton Avenue  
M4P 1R2 Tel: 483-3568

Northern Secondary School  
851 Mt. Pleasant Road  
M4P 2L5 Tel: 487-5351

Castle Frank High School  
711 Bloor Street East  
M4W 1J4 Tel: 962-4871

Parkview Secondary School  
1 Danforth Avenue  
M4K 1M8 Tel: 461-7506

Jones Avenue Adult Day  
New Canadian Centre  
540 Jones Avenue  
M4J 3G9 Tel: 461-3501

Danforth Technical School  
840 Greenwood Avenue  
M4J 4B7 Tel: 465-2454

Eastern High School of Commerce  
16 Phin Avenue  
M4J 3T2 Tel: 461-6325

Subway Academy 1 (Alternative School)  
16 Phin Avenue  
M4J 3T2 Tel: 466-2153

Greenwood School,  
24 Mountjoy Avenue,  
M4J 1J6 Tel: 461-9231

Malvern Collegiate Institute  
55 Malvern Avenue  
M4E 3E4 Tel: 694-3294

Monarch Park Secondary School  
1 Hanson Street  
M4J 1G6 Tel: 461-0893

Lakeview Secondary School  
45 Felstead Avenue  
M4J 1G3 Tel: 461-7526

Riverdale Collegiate Institute  
1094 Gerrard Street East  
M4M 2A1 Tel: 465-3541

Eastdale Collegiate Institute  
701 Gerrard Street East  
M4M 1Y4 Tel: 461-0835

THESTUDENTSCHOOL (Alternative School)  
701 Gerrard Street East,  
M4M 1Y4 Tel: 463-4525

Contact (Alternative School)  
310 Gerrard Street East,  
M5A 2G7 Tel: 922-1314

Inglennook (Alternative School)  
19 Sackville Street,  
M5A 3E1 Tel: 366-5605

City Adult Learning Centre  
40 College Street  
M9V 1H3 Tel: 929-0913

ate Institute  
reet  
l: 924-8331

## AREA NORTH

D. Bruce Snell, *Superintendent*,  
40 Erskine Avenue,  
M4P 1Y2 Tel: 485-0311

## AREA EAST

W. George Hayes, *Superintendent*,  
181 Broadview Avenue,  
M4M 2G5 Tel: 465-1158

AREA  
NORTH

AREA  
EAST



# Choosing your subjects

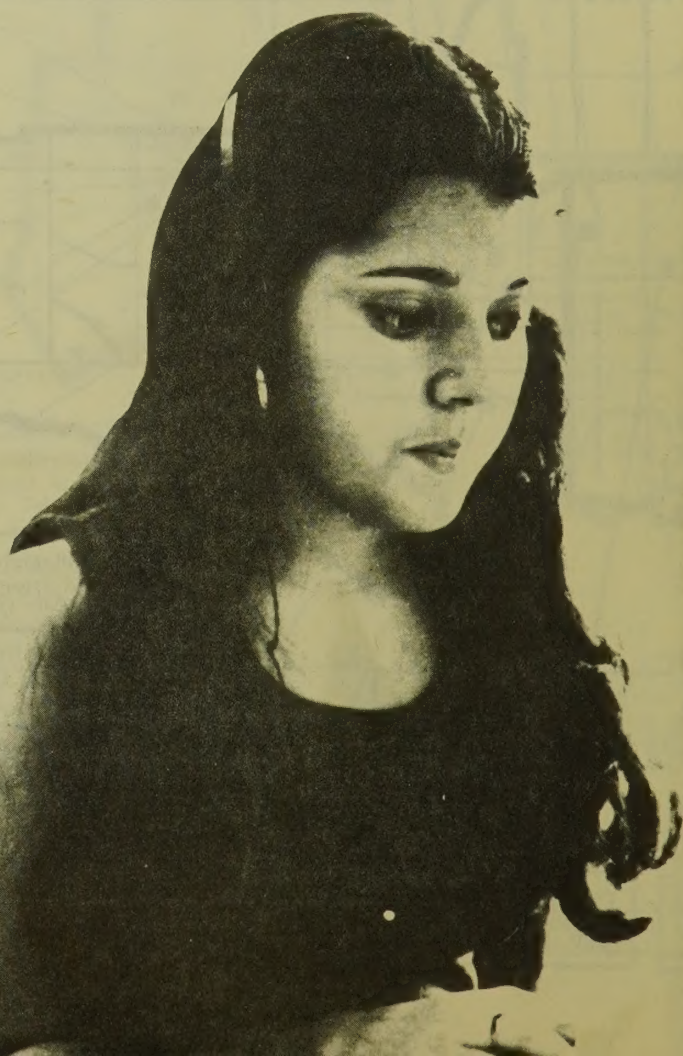
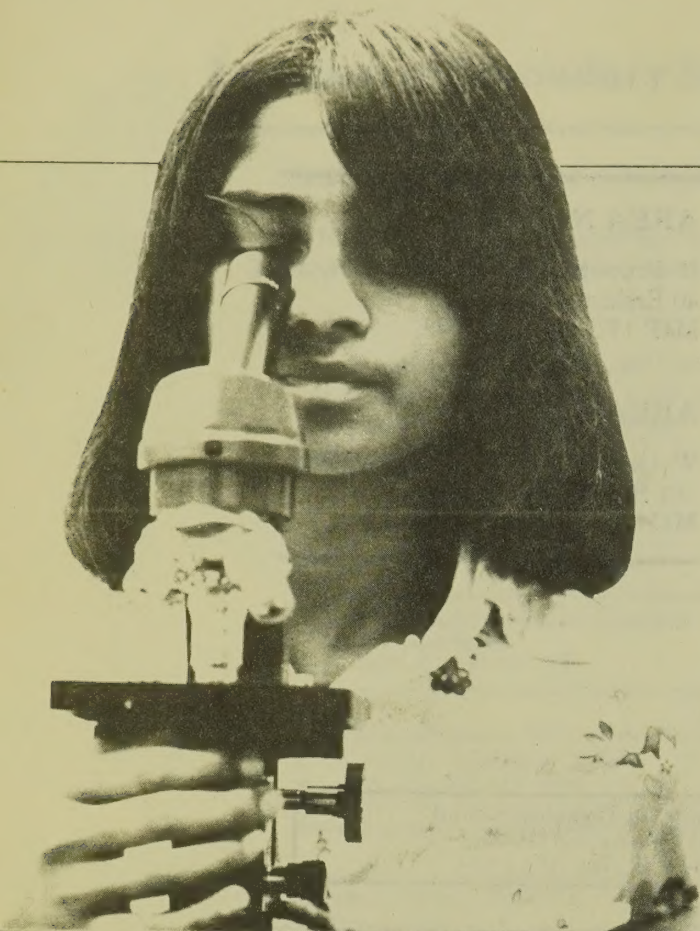
In our secondary schools you have many subjects or courses to choose from. But there are some subjects that all students in the Province of Ontario must take because they are basic to a good education. For example, by the end of the first two years of secondary school (grade 9 and 10) you must complete the following:

- 2 English courses
- 2 Mathematics courses
- 1 Science course
- 1 Canadian History course
- 1 Canadian Geography course

In grades 11 and 12, you must complete two further courses in English.

You may choose the rest of the courses you want to take as long as your parents or guardians approve of your choices. Your choices will depend on a number of things:

- Your personal aims and your plans for a future career.





• The courses available in your school. (No school offers all subjects at all levels of learning.)

• The diploma requirements of the Ontario Ministry of Education.

• The admission requirements of a program you plan to enter after you finish secondary school. (For example, Apprenticeship, Community College, University.)

Each course you take in secondary school is usually worth one credit. You will need a minimum of 27 credits to get a secondary school graduation diploma (grade 12).

If you want to go on for an honour graduation diploma you must earn six more credits in grade 13 subjects. In grade 13 there are no compulsory subjects. But if you plan to continue beyond grade 13 to a Community College or University you must take the subjects required for the course you are entering.

It is possible to complete the requirements for a Secondary School Honour Graduation Diploma in fewer than five years. This is usually done through taking summer courses. If you're interested in such an accelerated program you should talk to your guidance counsellor.





# You have some alternatives



We have a number of schools known as Alternative Schools. Like the regular secondary schools they offer courses for credits toward a secondary school graduation diploma. Each alternative school has an approach to learning not normally found in the other secondary schools. Most students in alternative schools have been in a regular secondary school for at least one year before going to an alternative school. An information kit on alternative schools is available in all senior elementary schools or from the Alternative and Community Programs Department, telephone 598-4931, ext. 313 or 314.

**City School** — Aims to increase student achievement in academic, creative arts, and physical fitness by integrating school and community.

**Contact and West End Alternative School**  
These schools are for those who have dropped out of school and now want to return, and for those making little progress in their regular schools.

**Inglennook**— Four days a week Inglennook has a standard academic program. One day a week it has an 'outreach program' in which students learn by exploring the city.

**SEED**— Standing for "Shared Experience, Ex-

ploration, and Discovery", SEED is for students who want to develop courses in subjects they are especially interested in.

**Subway Academy 1 & 2**— These two schools are for independent learners interested in making regular use of community learning resources. Subway 2 has facilities for visual and performing arts.

**THE STUDENT SCHOOL** — A school designed to meet the needs of students who have dropped out of school and now want to return.

## Other Alternatives

Some of the regular secondary schools offer their own alternative programs. For example, there are a number of work-experience programs in which students can work for specified periods of time in business and industry.

## Special Education

Special Education programs in Toronto secondary schools are intended to provide for the exceptional needs of a small group of students. In addition to enriched programs there are programs for the hard-of-hearing, for those with speech and reading difficulties, and for students with perceptual or behavioural problems.

For further information telephone the Special Education Department, 598-4931, ext. 675.



# French-Language Programs

## A French-Language Secondary School

If you speak French you may want to go to a secondary school with classes in which French is the language of instruction. Currently a French-language instructional unit is located at Monarch Park Secondary School, but its relocation is being considered for September 1981. The program comprising five courses in French and the three remaining options in English will be offered at the 5 and 6 level of achievement. One focus of the Unit will be on the non-classroom use of French, through enriched art dramatique programs, both classic and Canadian.

As more students graduate from the Board's French elementary school, Ecole Publique Gabrielle Roy, and from French immersion programs in other schools, more secondary school classes in which French is the language of instruction will be made available.

For more information telephone: Bureau francophone, 598-4931, ext.326.

## Subjects Taught in French

The following Collegiates offer credit courses in French as a continuation of the extended French program in the public schools:

- Humberside (Grade 9)
- Lawrence Park (Grades 9-13)
- Malvern (Grades 9-10)

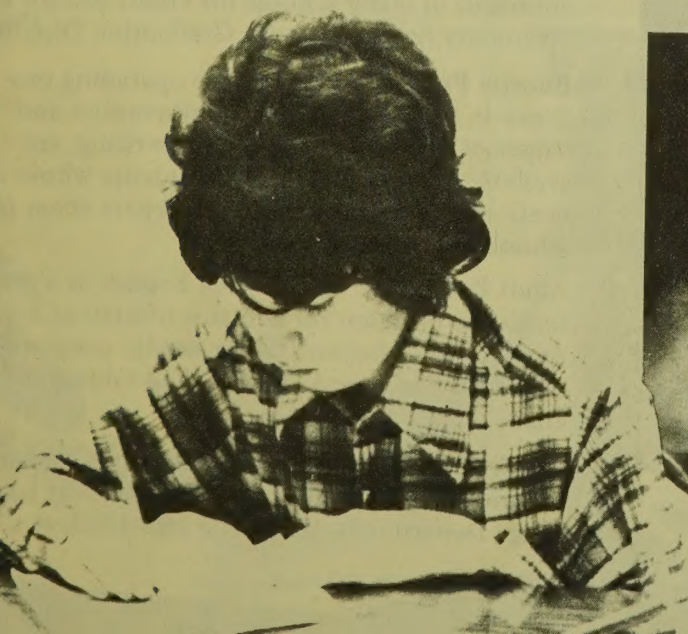
## French as a Subject

French as a subject is offered in 23 secondary schools in Toronto, and also as a credit course in summer and evening school programs.

## Credit Courses in Other Languages

For those who want to study languages other than English and French, day-school credit courses are given in about 15 languages. There are also evening school and summer school credit courses in other languages.

For more information telephone the Modern Languages Department, 598-4931, ext.606, or see your school guidance counsellor.





# English as a Second Language and Booster Programs

English as a Second Language Programs are offered in most secondary schools. Up to three secondary school credits can be earned in English as a Second Language for the Secondary School Graduation Diploma.

A variety of ESL programs are offered including those listed here.



**Reception Programs** — There are three Reception Centres:

1. **Greenwood School** in the east part of the city. This school receives New Canadian students and offers English as a Second Language classes as well as classes in other subject areas. When the students are ready to take part in the regular school program, they are placed in a secondary school.
2. **Area North Reception Centre.** This centre is located at Forest Hill Collegiate Institute and offers English as a Second Language classes as well as a regular program at the school.
3. **Area West Reception and Assessment Centre.** This centre, located at Bloor Collegiate Institute, receives students and assists in their placement in a secondary school program. Most schools in the central and western parts of the city offer a reception program for students who speak little or no English.

**Transition Program** — This ESL program is for students who have a facility in English but who require more assistance in English, particularly in reading and writing.

**Advanced Program** — This program is for students who are taking a full program of regular subjects but still require some special assistance in English. This program prepares the students for the regular English program. In addition, it may prepare senior students for the language demands of universities or colleges.

**Grade 13 ESL credit course** — This course is offered (pending yearly Ministry of Education approval) in many schools for credit toward the Secondary School Honour Graduation Diploma.

**Booster Program** — Booster or upgrading programs in basic subjects like mathematics and language, especially reading and writing, are available in some schools for students whose educational background did not prepare them for schools in Toronto.

**Adult Programs** — A full-time English as a Second Language program for adults is offered at Jones Avenue Adult School. Other similar programs are offered in the Board's Continuing Education program.

For information on these and other similar programs contact the English as a Second Language Department, telephone 598-4931, ext. 714.



# Some other ways to get credits

Some secondary school students may want to take classes in addition to those offered in the day schools. This can be done through evening school, summer school, and correspondence courses.

**Evening School**— Many credit courses are given in the evening in Toronto secondary schools. Their main purpose is to provide continuing education for adults, but they may be taken by day students who have a special reason for taking them. Students must consult their day school principals, and, if they are under 18, they must have the approval of their parents or guardians.

**Summer Courses**— During the summer certain secondary schools offer a number of academic, business, and technical subjects for credit. These are for students who want to take a new credit course or upgrade their standing in a course taken during the school year.

Brochures outlining the evening and summer courses (both credit and general interest) are available at each school or from the Continuing Education Department, telephone 598-4931, ext. 306.

**City Adult Learning Centre** — For students 18 years old or more, this school offers credits in academic and business subjects from grades 9 to 13.

## Correspondence Courses

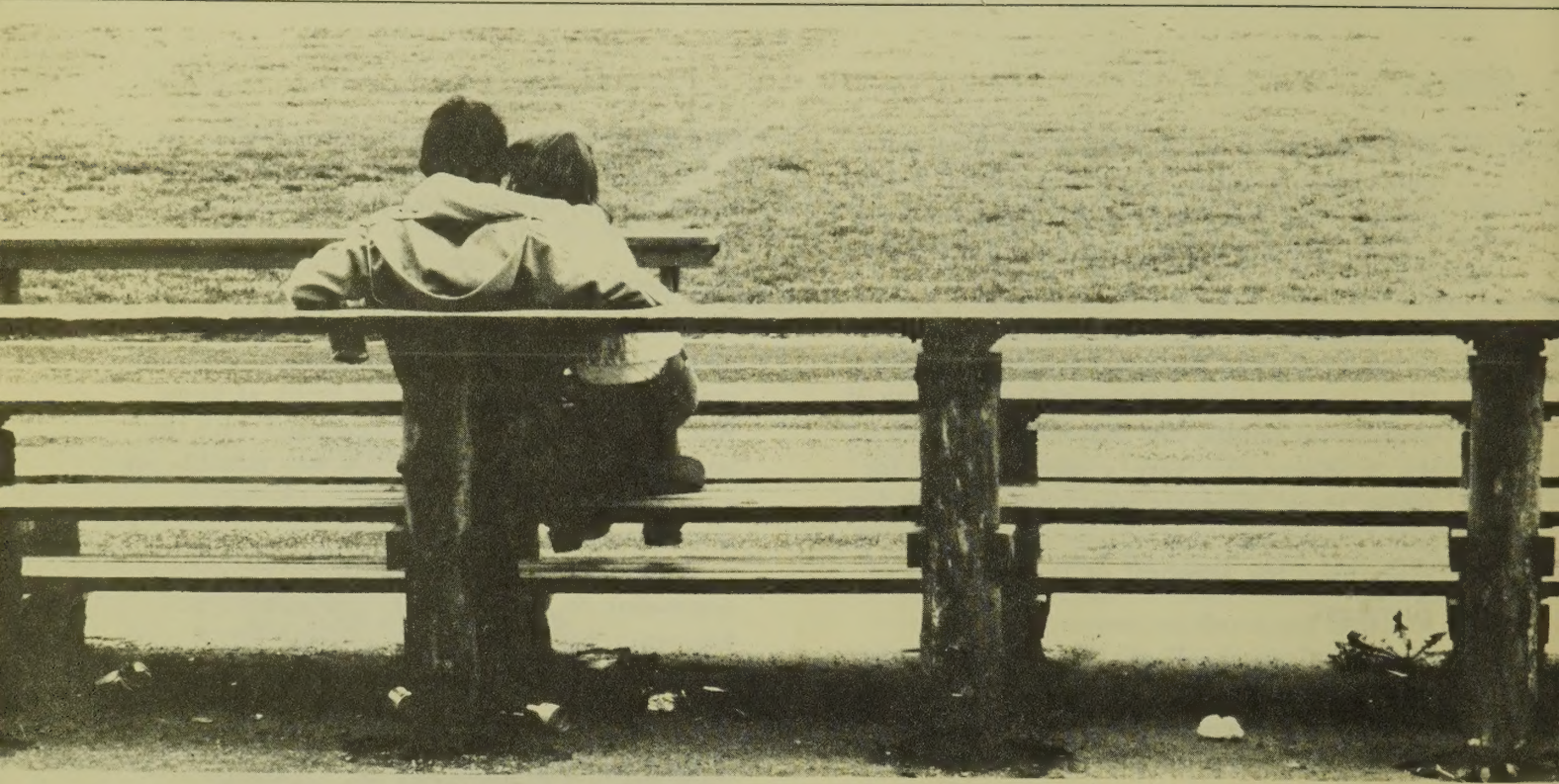
The Ontario Ministry of Education offers a number of courses by correspondence. These are mainly for students who must study at home. But under special circumstances, and with the approval of the school principal, it is possible for a regular day student to take a course by correspondence.

For more information talk to your guidance counsellor or telephone the Correspondence Education Branch, Ontario Ministry of Education, 965-2657.





# You can make a change



If you want to change your school, or the subjects you're studying, or the level of difficulty you're working at, you will likely be able to do so. Changes should be made early in the year, so that you are not behind in your new studies. Sometimes, because of such things as timetables and enrolments, it is not possible to make all the changes or give a student all the combinations he or she wants. A change may involve some loss of time.

If you think you should change, talk to your school guidance counsellor, your teachers, and your parents or guardians about what you want to change and why.





# How much does it cost?

No fees are charged for students attending a Toronto secondary school if their parents live in Metropolitan Toronto and are Canadian citizens or landed immigrants. However, there may be some expenses for extra supplies for some courses (such as physical education, art, and some shops), for student activity fees, for note books, and for text books in grade 13.

Students whose parents live outside of Ontario will pay a yearly fee of \$3200. If the parents live in Ontario but outside of Metropolitan Toronto the fee is \$2145 with the remaining costs being paid by the province of Ontario. (1980-81 figures)

For more information telephone Guidance and Counselling Services, 598-4931, ext. 611.

The Toronto Board of Education offers a number of \$300 annual bursaries for secondary school students, based on a combination of merit and financial need.

Other kinds of grants, bursaries, scholarships, and loans are available to students in their senior years and for post-secondary programs.

For more specific information students and parents or guardians should consult the school guidance counsellor.





## A final word

Before you make your choices we'd like to remind you of a few things:

- ask your school guidance counsellor for help.
- look at the information sheets for the secondary schools you might attend.
- talk things over with your parents or guardians.
- talk with your friends and classmates about the choices you might make.

Whatever school you choose — welcome to the secondary schools of the Toronto Board of Education.





## Other publications



Other publications you might want to look at include the following:

**School Information Sheets**— Courses available in each secondary school are listed on individual school sheets available from your school guidance counsellor or from the Guidance and Counselling Services, 598-4931, ext. 611.

**After 8** — A booklet from the Ontario Ministry of Education on the choices open to Ontario students in secondary school and after secondary school.

**Where Do I Go From Here** — Education and employment possibilities for students dropping out of school or planning re-entry.

**Summer Opportunities** — A brochure listing all credit and general interest courses available in the summer months. Available at your school or from the Continuing Education Department, 598-4931, ext. 306.

**Continuing Education** — A brochure listing the Board's credit and non-credit courses in continuing education. Available at your school or from the Continuing Education Department, 598-4931, ext. 306.

**Alternative Schools** — A kit with a folder on each alternative school. Available from the Alternative and Community Programs Department, 598-4931, ext. 313 or 314.

**Educational Awareness and Planning for Grade 8 Students and their Parents** — A series of instructional units for classroom use with grade 8 students. Topics covered are: making an educational plan, secondary education, colleges and universities, and apprenticeship training. Available in each senior public school or from the Guidance and Counselling Services, 598-4931, ext. 611.











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